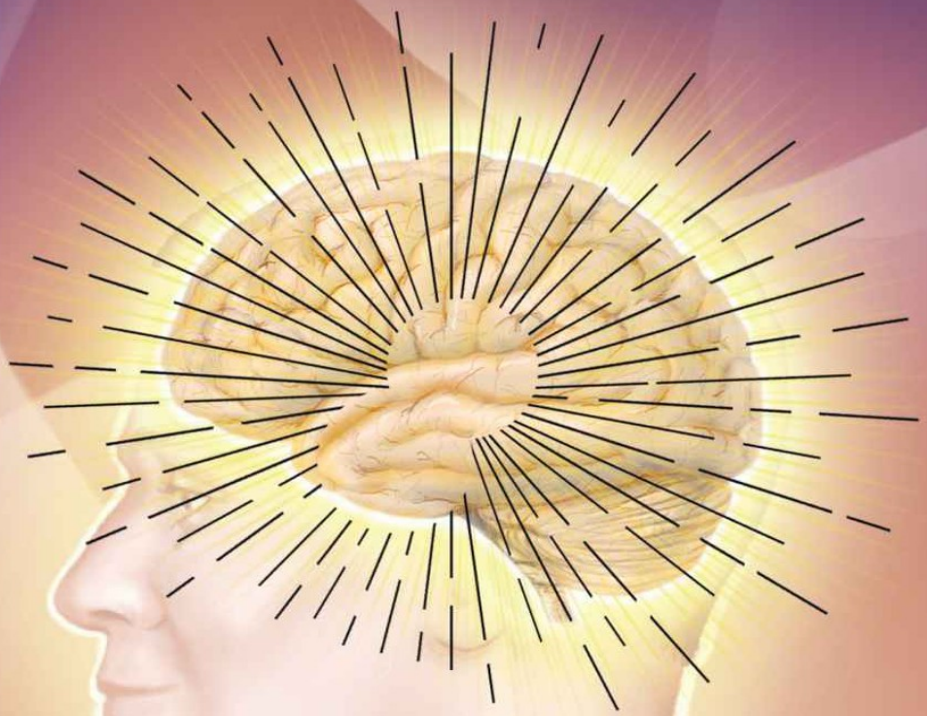
Master Choa Kok Sui



SUPERBRAIN YOGA

FOREWORD by **Dr. Glenn Mendoza, M.D., M.P.H.**

PREFACE by **Dr. Eric B. Robins, M.D.**

Master Choa Kok Sui

SUPERBRAIN YOGA

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BOOKS WRITTEN BY MASTER CHOA KOK SUI

Miracles Through Pranic Healing

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Practical Psychic Self-Defense for Home and Office

Achieving Oneness with the Higher Soul
Meditations for Soul Realization

Universal and Kabbalistic Chakra Meditation on the Lord's Prayer

The Spiritual Essence of Man
The Chakras and the Inverted Tree of Life

Inner Teachings of Hinduism Revealed

Om Mani Padme Hum
The Blue Pearl in the Golden Lotus

Superbrain Yoga

The Origin of Modern Pranic Healing and Arhatic Yoga

The Existence of God is Self-Evident

The Chakras and Their Functions

The Golden Lotus Sutras of
Master Choa Kok Sui

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Inspired Action
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The Golden Lotus Sutra on Spiritual Business Management

Possible Miracles
The Golden Lotus Sutra on Pranic Healing

DEDICATION

This book is dedicated

to the people of the world.

It is only through education

and increasing the intelligence of the masses

that we can have

WORLD PEACE.

M.C.K.S.

DISCLAIMER

The physical and psychological conditions of each practitioner vary. Therefore, the author and publisher will not be held liable for any adverse effect arising from the practice of the Superbrain Yoga.

If any discomfort or adverse effect is experienced, the practitioner is advised to stop the practice immediately.

FOREWORD

The newborn brain contains about 100 billion brain cells and a complex network of nerve wiring or synapses. Twenty percent of the body's total energy expenditure is consumed by the brain. The average person can store up to one million items in the brain. A scientific breakthrough has demonstrated conclusively that the human brain can give rise to new brain cells and spawn new neurons to regenerate itself and repair broken circuitry caused by aging, damage or disease. However, there remains much to understand and explore about the human brain.

Master Choa Kok Sui, the foremost present day authority in utilizing energy or *prana* in healing, wellness and spirituality, gifts us with this book on brain-power that is unlike any other in the breadth and depth of information, understanding and simplicity that have always been hallmarks of all his books. He shows us how the Superbrain Yoga can provide the "energy fuel" that can keep our brain fit and functional, and how these can help counter the common mental effects of aging, memory loss, as well as dementia and Alzheimer's disease.

Following the introduction of the Superbrain Yoga by Master Choa Kok Sui in late 2002, several research studies were initiated:

- Study 1 was conducted in 2003-2004 on fifty-four (54) middle school students in Norristown, Pennsylvania, who showed improved academic and behavioral performances following the Superbrain Yoga. The results of the

study showed a significant increase in the performance scores on the Gates-MacGinitie Test in the study group versus the control group (83% vs 50%). There was an increase in student class participation with over half of the students in the study group moving to higher academic sections.

- Study 2 is a follow-up study in 2004 in the same school district in Norristown, Pennsylvania, where twenty-nine (29) middle school students enrolled in the study showed advanced academic proficiency and improved behavior after the study.

- Study 3 was started in a special education school in northern New Jersey in 2005. Nine (9) severely autistic adolescent students with ages ranging between 14 and 16 were enrolled in the study. After the first three weeks, the majority of the children were able to do the superbrain exercise with minimal assistance. They were calmer and quieter, more focused, and ready to take tasks at hand.

- Study 4 was conducted on eighteen (18) children with ages 5 to 9 with a variety of disabilities including ADHD/ADD, developmental and cognitive delays, Down syndrome and specific learning disabilities. After one month, they were noted to be more focused, displayed less negative behaviors, and can follow multi-step directions with less verbal cues and guidance. They also displayed improved social skills.

- Study 5 was an electroencephalographic study (EEG), showing increased amplitude in the parieto-occipital region of the brain following Superbrain Yoga. This infers increased brain electrical activity following the brain exercise.

As a neonatologist and a neurodevelopmental specialist who has taken care of thousands of premature and sick infants, I recognize the importance of reprogramming, restructuring and regenerating the growing brain. Neuroplasticity or the brain’s ability to reorganize neural pathways can hope to benefit from Superbrain Yoga. I strongly recommend that parents teach these brain work-out exercises to their children. Educators must include these in the brain-based learning curriculum for students. Health care providers must incorporate these as part of their cognitive enhancing programs to avoid age-related deficits of memory in their patients.

All of us who are interested in regenerating our minds and increasing our brain power must do the Superbrain Yoga everyday. Goethe said, “Knowing is not enough, we must apply. Willing is not enough, we must do.” When it comes right down to it, what good is a healthy body, if the brain is not healthy and sound?

Glenn Joseph Mendoza, M.D., M.P.H.,
Director of Neonatology and
Director of the Neurodevelopmental Program,
Good Samaritan Hospital, New York.,
Associate Professor, Clinical Pediatrics, New York Medical College

PREFACE

5 A's and 2 B's out of 7 subjects

There is a rising epidemic of both children and adults being diagnosed with attention deficit disorder (ADD). These people suffer greatly from this, as it not only causes difficulty in concentrating on academic studies and work, but it also interferes with their interpersonal relationships, impulse control, and general level of happiness. In the past few decades, we have had little to offer these people other than giving medications.

I would say at least 20% of the children whom I see in my practice have been given this diagnosis. Also, the issue came even closer to home with my own close relative, who had been given no formal diagnosis, but whose parents noticed was having increasing difficulty sitting still, and being able to focus on doing his homework. His grades were consistently average, his motivation to do well in school was just not there, and it was causing quite a bit of stress in their household.

When I told Master Choa Kok Sui about the dilemma, he recommended that my relative start to practice the Superbrain Yoga. Master Choa explained that the energetic cause of this problem was that too much energy was stuck down in the lower energy centers of the body, and not enough was flowing up to the brain. He said that the Superbrain Yoga would cause the sexual energy to flow up and energize the brain. The effect would also energize the higher centers, so that thinking and focusing would be much easier. The Superbrain Yoga also has a calming effect.

I taught my relative the technique, which only took about 2 minutes in the morning and was easily learned by him. The changes that we noticed over the next month were miraculous - and I don't use this word lightly. He

suddenly became very focused when doing his schoolwork. It was like a different child was sitting quietly at the table, motivated to learn, with his attention directed at the homework. His report card that semester improved by 1 full letter grade. The changes have continued to mount as he recently entered a very competitive school, and raised all his scores by 1 or 2 letter grades, and has *5 A's and 2 B's out of 7 subjects* at the time of this writing.

Since that time, I have taught several of my younger ADD patients this technique. Invariably, when they came back to the office for a follow-up, the parents have a gleaming smile on their faces, and tell me of the dramatic turnaround their children have experienced. I am so thankful to Master Choa Kok Sui for bringing this simple, but powerful transformational technique to the world.

Eric B. Robins, M.D.,
Board Certified Urologist, Co-Author *Your Hands Can Heal You*,
contributing Author *The Heart of Healing*,
Certified Clinical Hypnotherapist, Staff Urologist, Harbor City, California, U.S.A.

TABLE OF CONTENTS

Chapter

1 The Secret Is In The Ear

2 Superbrain Yoga

3 More About the Eleven Major Energy Centers

4 Testimonials

Appendix

Index

Chapter 1

THE SECRET IS IN THE EAR

Law of Correspondence

Energy Body

The Functions of the Energy Body

Major Energy Centers

Modern Findings

LAW OF CORRESPONDENCE

The eyes correspond to the whole body and this is the principle behind the science of iridology. The hands and feet also correspond to the whole body. This is the basis of hand and foot reflexology.

Dr. Paul Nogier, a neurologist, spent around 20 years from 1950 to about 1970 in medical research and rediscovered that the ears correspond to the whole body. The ear corresponds to an inverted fetus curled in the womb. The ear lobe corresponds to the head.[1] This fact was already known to the ancient Chinese acupuncturists and the great rishis in India.

The interest of Dr. Paul Nogier was stimulated when he came upon patients who claimed that they were relieved by having their outer ear punctured with a hot pin by a Middle Eastern woman. Dr. Nogier experimented and was surprised with the immediate relief of his patients.

Dr. Terry Oleson, from the University of California, Los Angeles and Dr. Jay Holder in Miami, Florida made further research and improvements on the work of Dr. Paul Nogier.[2]

The great Indian rishis have developed a technique to increase the intelligence of people based on the principle of ear acupuncture; *unfortunately, the proper technique for this exercise has been distorted and lost.* To understand the principles behind the Superbrain Yoga, it is important to explain certain new scientific concepts.

Fig. 1.1 **The Ear corresponds to an Inverted Fetus**

Dr. Paul Nogier, a neurologist, rediscovered that the ear corresponds to an inverted fetus. He spent around 20 years from 1950 to about 1970 in medical research.

ENERGY BODY

Clairvoyants, with the use of their psychic faculties, have observed that the physical body is surrounded and interpenetrated by a luminous energy body. Just like the visible physical body, it has a head, two eyes, two arms, etc. In other words, the energy body looks like the visible physical body. This is why clairvoyants call it the etheric double or etheric body. The energy body is called the bioplasmic body by Russian scientists.

The word *"bioplasmic"* comes from *bio,* which means life, and *plasma,* which is the fourth state of matter; the first three states of matter being solid, liquid, and gas. Plasma is ionized gas or gas particles with positive or negative charge. This is not the same as blood plasma. Bioplasmic body means a living energy body made up of invisible subtle matter. *To simplify the terminology, the term "energy body" will be used to replace the word "bioplasmic body."* Science, with the use of Kirlian photography, has rediscovered the energy body. With the aid of Kirlian photography, scientists have been able to study, observe, and take pictures of small bioplasmic articles like bioplasmic fingers, leaves, etc. It is through the energy body that prana or life energy is absorbed and distributed throughout the whole physical body.[3]

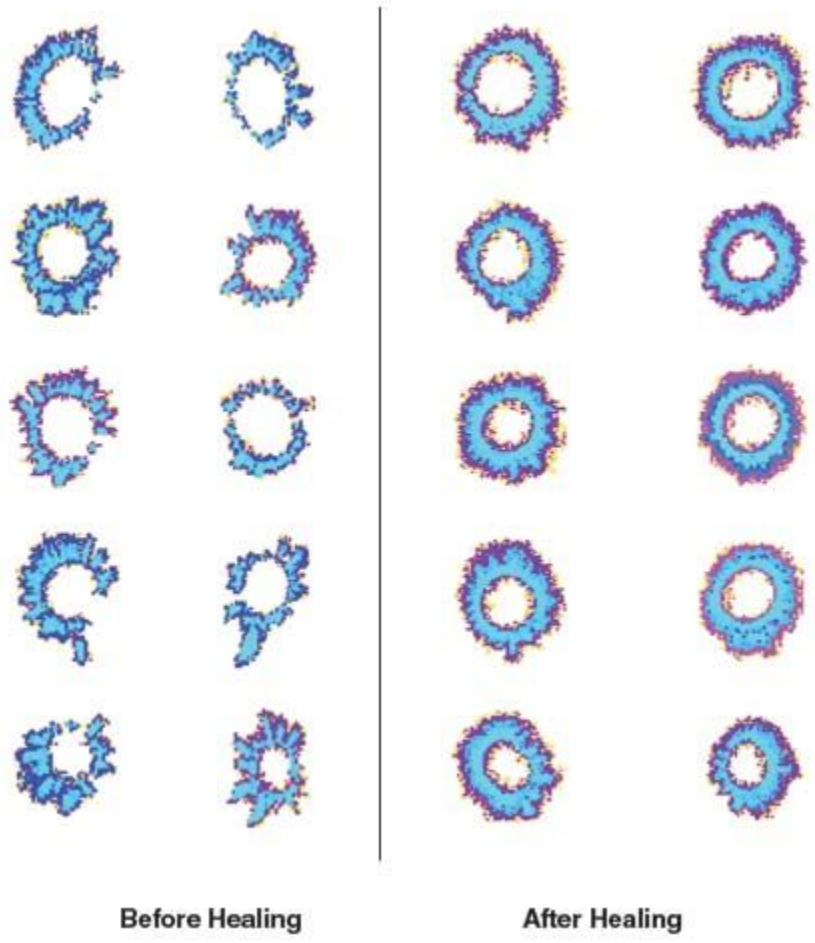


Fig. 1.2 **Kirlian Photographs of the Fingers**

These images show the bioplasmic energy field around the fingertips of Mr. G.J.R., aged 62 years (patient having diabetes and neurological problems), before healing and after 10 sessions of healing.

The Kirlian GDV images were taken by the All India Yoga Vidya Pranic Healing Foundation Trust. Research by Ms. Rama Devi[4]

Fig. 1.3 **The Inner and Outer Auras**

The energy body interpenetrates the visible physical body and extends beyond it by four to five inches. This invisible luminous energy field, which follows the contour of the visible physical body is called the inner aura.

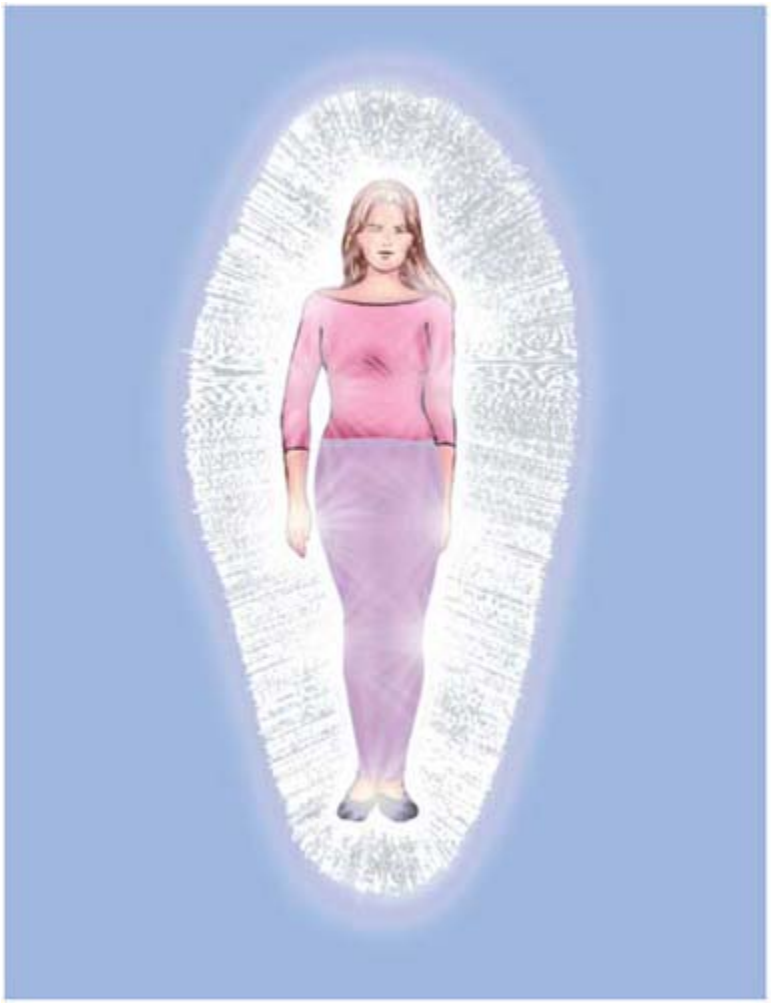


Fig. 1.4 **Health Rays and Health Aura**

The energy body, through its health rays and health aura, serves as a protective shield against germs and diseased energy. Diseased energy, used-up energy, toxins, wastes, and germs, are expelled by the health rays, predominantly via the pores. Thereby purifying the whole physical body.

THE FUNCTIONS OF THE ENERGY BODY

1. It absorbs, distributes, and energizes the whole physical body with prana or ki. Prana or ki is that life energy which nourishes the whole body so that it could, together with its different organs, function properly and normally. Without energy, the body would die.

2. It acts as a mold or pattern for the visible physical body. This allows the visible physical body to maintain its shape, form and feature despite years of continuous metabolism. To be more exact, the visible physical body is molded after the energy body. If the energy body is defective, then the visible physical body is defective. They are so closely related that what affects one affects the other. If one gets sick, the other also gets sick. If one gets healed, the other also gets healed. This may manifest gradually or almost instantaneously, assuming there are no interfering factors.

3. The energy body, through energy centers or the chakras, controls and is responsible for the proper functioning of the whole physical body and its different parts and organs. This includes the endocrine glands, which are the physical manifestations of some of the major energy centers. A lot of sicknesses are caused partially by the malfunctioning of one or more energy centers.

4. The energy body, through its health rays and health aura, serves as a protective shield against germs and diseased energy. Diseased energy, used-up energy, toxins, wastes, and germs are expelled by the health rays predominantly via the pores. Thereby purifying the whole physical body.[5]

MAJOR ENERGY CENTERS

Major Energy Centers are actually major acupuncture points. Energy centers are very important parts of the energy body.

Just as the visible physical body has vital and minor organs, the energy body has major, minor, and mini energy centers.

Based on the research of Dr. Joie P. Jones, Dept. of Radiological Sciences, University of California Irvine, California: the acupuncture points are made up of 2 parts: the upper part and lower part. These 2 parts are constantly moving in opposite directions. When the upper part is moving clockwise, the lower part is moving counter clockwise and this motion alternates from clockwise to counter clockwise.

He called this the “twisting motion.” The major acupuncture points in the Indian tradition are called chakras, which means whirling energy centers.

Major energy centers, in general, are about three to four inches in diameter. They control and energize the major and vital organs of the visible physical body. Major energy centers are just like power stations that supply life energy to major and vital organs of the visible physical body.

When the power stations malfunction, the vital organs become sick or diseased because they do not have enough life energy to operate properly!

Minor energy centers are about one to two inches in diameter. Mini energy centers are smaller and are less than one inch in diameter. Minor and mini energy centers control and energize the less important parts of the visible physical body. The energy centers interpenetrate and extend beyond the visible physical body.

Energy centers have several important functions.

1. They absorb, digest, and distribute prana to the different parts of the body.

2. The energy centers control, energize, and are responsible for the proper functioning of the whole physical body and its different parts and organs. The endocrine glands are controlled and energized by some of the major energy centers. The endocrine glands can be stimulated or inhibited by controlling or manipulating the major energy centers. A lot of ailments are caused partially by the malfunctioning of the energy centers.

3. Some energy centers are sites or centers of psychic faculties. Activation of certain energy centers (chakras) may result in the development of certain psychic faculties. For example, among the easiest and safest energy centers to activate are the hand energy centers. These are located at the center of the palms. By activating the hand energy centers, one develops the ability to feel subtle energies and the ability to feel the outer, health, and inner auras. This can simply be accomplished by regularly concentrating on them. In the book Miracles Through Pranic Healing book, it is called sensitizing the hands.[6]

How many major energy centers are there? Are there seven or more than seven energy centers? The answer is, “Truth is dynamic.” There are several levels of truth.

The first level of truth was revealed to a limited number of people in ancient times, that there are seven energy centers or seven chakras.

1. The *Crown Energy Center* - GV20[7] is located at the crown of the head. It controls and energizes the pineal gland.

2. The *Ajna Energy Center* - M-HN3 (Yin Tang) is located between the eyebrows. It controls and energizes the pituitary gland.

3. The *Throat Energy Center* - CV23[7] is located in the throat area. It controls and energizes the thyroid gland.

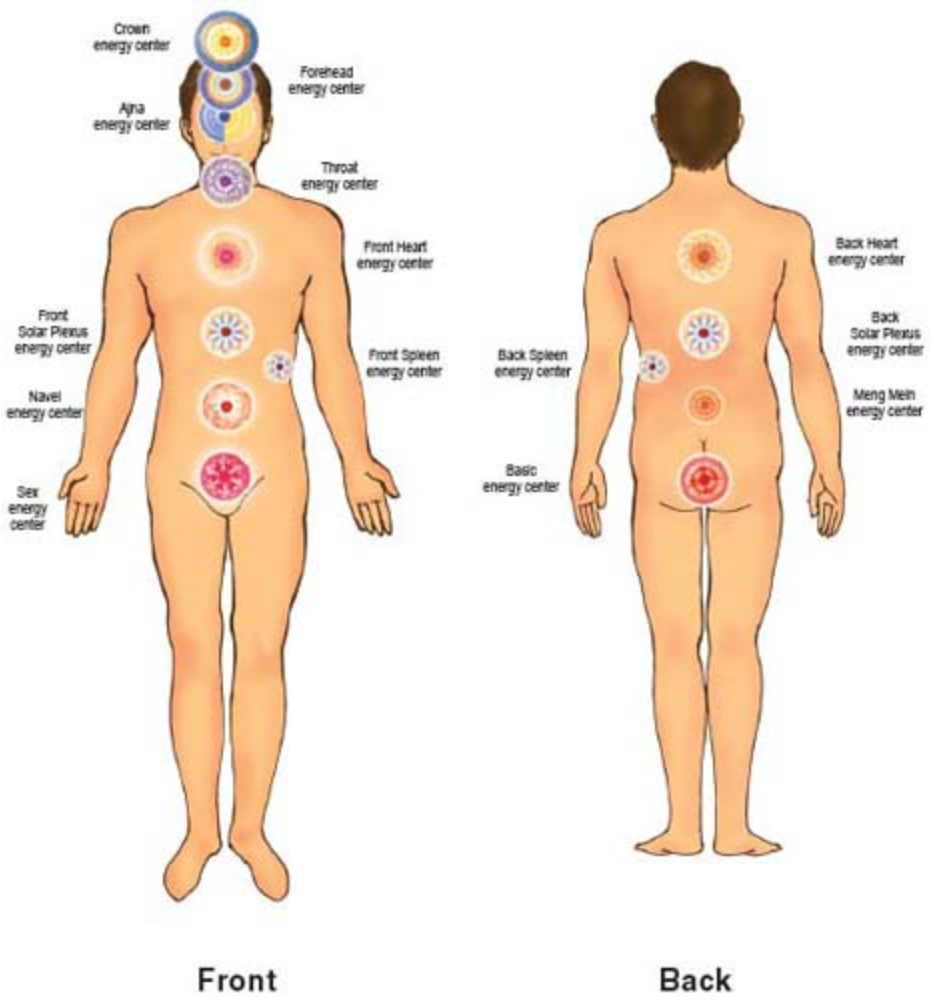


Fig. 1.5 **Eleven Major Energy Centers (Chakras)**

Major energy centers, in general, are about three to four inches in diameter. They control and energize the major and vital organs of the visible physical body.[8]

4. The *Heart Energy Center* is located at the front heart area - CV17 and back heart area - GV11. It controls and energizes the thymus gland.

5. The *Solar Plexus Energy Center* is located at the hollow area between the ribs - CV15 and the area behind it - GV9. It controls and energizes the pancreas.

6. The *Sex Energy Center* - CV2 is located in the pubic area. It controls and energizes the gonads.

7. The *Basic Energy Center* - GV1 is located at the base of the spine. It controls and energizes the adrenal glands.

The second level of truth is that there are nine energy centers. *In the Bhagavad Gita 5:13, the Lord Krishna mentioned about a city with nine gates - "...Remains blissfully in the bodily city of nine gates..."* These nine gates are actually energy centers where pranic energy can go in and out.

The other two energy centers are the *Spleen Energy Center* and the *Navel Energy Center.*

8. The *Spleen Energy Center* are located on the front spleen - SP16 and back of the spleen. The back spleen does not have a corresponding known acupuncture point. It controls and energizes the spleen.

9. The *Navel Energy Center* - CV8 is located on the navel. It controls and energizes the small and large intestines and appendix.

The third level of truth is that there are eleven energy centers. In the Inverted Tree of Life there are 10 energy centers or Sephiroth and one hidden, a total of 11 energy centers. *This is why according to the Katha Upanishad, Stanza 5, there is a city with 11 gates, which corresponds to the 11 major energy centers - "...by ruling over the city of 11 gates..."*

The other two energy centers revealed are the *Meng Mein Energy Center* and the *Forehead Energy Center*.

10. The *Meng Mein Energy Center* - GV4 is located at the back of the navel. It controls and energizes the kidneys and also the adrenal glands.

11. The *Forehead Energy Center* - GV24 is located at the center of the forehead. It controls and energizes the nervous system and also the pineal gland.

Master Choa Kok Sui first publicly revealed the secret of the 11 major energy centers in 1987 in his book, *The Ancient Science and Art of Pranic Healing*, now retitled as *Miracles Through Pranic Healing*[9], and also in his other books.

Are there more than 11 energy centers? The answer is yes. The fourth level of truth is that there are 12 energy centers. The 12th Energy Center was first publicly revealed in 2000 in his book *Meditations for Soul Realization* and now retitled *Achieving Oneness With The Higher Soul.*

The 12th Energy Center is located 12 inches above the head and when it is activated, it is called the Pentecostal Fire.[10] *It is also mentioned in the Holy Bible, in the book of Revelation, which mentions a great city with 12 gates guarded by 12 angels - "...and had twelve gates, and at the gates twelve angels,..."* (Revelation 21:12). It also mentions the Tree of Life having 12 fruits: "...The tree of life, which bear twelve manner of fruits...." (Revelation 22:2). These correspond to the 12 energy centers or chakras.[11]

For more information about the 12th Energy Center, please read the following books by Master Choa Kok Sui:

1. *Achieving Oneness With The Higher Soul,* formerly titled *Meditations for Soul Realization.*

2. *The Spiritual Essence of Man: The Chakras & The Inverted Tree of Life.*

3. *Om Mani Padme Hum: The Blue Pearl In The Golden Lotus.*

4. *The Origin of Modern Pranic Healing and Arhatic Yoga.*

MODERN FINDINGS

Psychic Discoveries Behind the Iron Curtain by Sheila Ostrander and Lynn Schroeder. Englewood Cliffs: Prentice Hall, 1970. Bantam edition, 1971.

This book describes the extensive scientific investigations on psychic phenomena being conducted in the Soviet Union. Many of the findings merely reconfirm what have been known by esoteric students since ancient times. All references are made to the Bantam edition.

1. In 1939, Semyon Davidovich Kirlian and his wife developed Kirlian photography based on a high-frequency electric field which is used to take pictures of a portion of the invisible energy body or the energy body (Chap. 16, pp. 202-06).

2. Based on the study of the Kirlians, it has been observed that disease first manifests on the energy body before it appears on the visible physical body (Chap. 16, pp. 207-10).

3. At the highly respected Kirov State University in Alma Ata, a group of biologists, biochemists, and biophysicists declared that the energy body is not merely some sort of plasma-like constellation of ionized, excited electrons, protons, and possibly some other particle; but it is a whole unified organism in itself which acts as a unit that gives off its own electromagnetic fields (Chap. 17, p. 217).

4. Emotions, states of mind, and thoughts affect the energy body. (Chap. 16, p. 209).

5. Based on the findings of the State University of Kazakhstan, the energy body has a specific organizing pattern that determines the form of the organism. For instance, Dr. Alexander Studitsky of the Institute of Animal Morphology in Moscow minced up muscle tissue and packed it into a wound in a rat’s body. An entire new muscle was grown. From this, they concluded that there is some sort of organizing pattern (Chap. 17, p. 218).

6. If a man loses a finger or an arm, he still retains the energy finger or arm so that sometimes he still feels it is still there (Chap. 17, p. 216).

7. Dr. Mikhail Kuzmich Gaikin, a Leningrad scientist, confirmed the existence of energy channels and centers that correspond to the meridians and the acupuncture points described in ancient Chinese medicine. With the aid of the tobiscope, he accurately pinpointed the location of the acupuncture points. Later, a young physicist, Victor Adamenko, invented an improved version of the tobiscope and called it the CCAP – Conductivity of the Channels of Acupuncture Points – which locates not only acupuncture points but also numerically graphed reactions and changes in the energy body (Chap. 18, p. 232).

8. The acupuncture points correspond to the bright spots in the energy body (Chap. 18, p. 226).

9. The Russians also seriously considered the possibility of stimulating certain points in the energy body to activate latent psychic abilities (Chap. 18, pp. 231-33).
10. Researches done on Russian psychic healers indicate that psychic healing involves a transfer of energy from the energy body of the healer to the energy body of his patient (Chap. 18, p. 224).

The First World Conference for Academic Exchange of Medical Qigong (Abstracts of Presentations). Beijing, China. 1988.

As a matter of interest, it is further noted that in 1988, written papers (128 abstracts) were presented at the First World Conference for the Academic Exchange of Medical Qigong in Beijing, China. It is noteworthy that the application of qigong to a wide range of illnesses and diseases was demonstrated in technical papers presented at the conference. A summary of a few selected abstracts is given below so that the reader can obtain some form of appreciation for the potential and far-ranging application of qigong therapy.

1. *A Study of the Effects of the Emitted Qi (Life Energy) of Qigong on Human Carcinoma Cells* by Feng Lida, Qian Juqing, Chen Suqing, et al. (China Immunology Research Center, Beijing, China); page 1.

The effects of emitted qi (life energy) on Hale cells, and SGC-1901 human adenocarcinoma cells were studied using the techniques of tissue

culture, cytogenetics, and electron microscope.

The results of these studies revealed that:

- The average destruction rate of the Hale cells by the emitted qi was 30.72 percent, with the highest destruction reaching 59.61 percent as contrasted with a 0 percent destruction rate of the untreated cells.
- In 41 experiments, the average destruction rate of the gastric adenocarcinoma cells was 25.02 percent after receiving emitted qi for 60 minutes, compared with destruction rate of the untreated cells. A scanning electron microscope was used to observe the cells.
- The rate of exchange, breaking, and dicentromere in the structure of the chromosomes of the gastric adenocarcinoma cells increased after receiving the emitted qi.

Tabled results are given for each of the above cells tested, and between each of the groups, a statistical difference between the experimental group and the control group was established. ($P < 0.01$).

2. *The Use of the Emitted Qi in Qigong and Acupuncture in the Treatment of Food Allergies* by Chu Chow (Canada Qigong Health Clinic); page 157.

Treatment of 52 patients with a medical diagnosis of food allergy for the duration of 1 to 25 years was reported. The treatment consisted of qigong therapy supported by acupuncture techniques, with acupuncture being used in the later stages of treatment. Acupuncture points were disclosed and generally referred to the areas for the strengthening of the spleen, liver and stomach, and lung systems. The use of emitted qi, which in turn helped the function of the internal organs and improved the immune system. The result was a decreased intensity of allergic reactions and a cessation of the food substances as allergens.

3. *The Effects of the Emitted Qi on the Immune Functions of Mice* by Wang Yunsheng, Feng Lida, Chen Shuying, and Chen Haixing. (China Immunology Research Center, Beijing China); page 4.

To determine whether there is an effect on the regulation of the immune response after a body is subjected to qi, an experiment was made using

mice specimen.

After receiving the emitted qi from well-trained qigong masters, experiments on the body indicate that qi energy can significantly enhance the phagocytic functions of the peritoneal macrophages and the activity of acid phosphatase, suggesting that the qi could activate peritoneal macrophages forming part of the immune system.

4. *Effects of Qigong on Psychosomatic and Other Emotionally Rooted Disorders* by Richard R. Pavek. (U.S.A.); page 150.

Shen, a specific form of qigong, was found to have a beneficial effect on suspected emotionally-rooted disorders particularly involving menstrual and pre-menstrual distress, migraine, irritable bowel syndrome, eating disorders, chronic low back pain syndrome (both pre-surgery and post-surgery), and other emotional disorders such as anxiety, depression, blocked grief, and sleep disorders.

5. *A Study of the Effects of the Emitted Qi on the L-1210 Cells of Leukemia in Mice* by Zhao Xiuzhen and Fen Lida (China Immunology Research Center, Beijing, China); page 6.

The mice of the experimental group received 10 to 14 minutes of emitted qi once a day for a period of 10 days, while in the control group, no treatment was given. A statistical difference was discerned ($P < 0.01$) with regard to the number of L-1210 cells still existing (using a light microscope), thereby suggesting that the number of L-1210 cells could be remarkably reduced in the mice after receiving emitted qi.

6. *Qigong in Australia – An Effective Weapon Against Stress* by Jack Lim (Qigong School of Australia); page 155.

Qigong is found to be an effective means for combating stress, whose physical symptoms appear as increased heartbeat, physical exhaustion and insomnia, peptic ulcers, hypertension, and heart disease. All 400 subjects presented in the survey reported marked improvement in their condition. They were from various fields of occupations, e.g., doctors, business

executives, lawyers, computer specialists, artists, housewives, students, and retirees.

7. *Effects of Emitted Qi on Healing of Experimental Fracture* by Jia Lin and Jia Jinding (National Research Institute of Sports Science, Beijing, China); page 13.

The comparative biological effects of the emitted qi for the healing of bone fractures in rabbits demonstrated that the amount and density of callus formation were better in the emitted qi group than in the control group. Similar results were also obtained for therapeutic effects on ultra trauma in overstrained muscles.

It is suspected that the mechanism involved in the emitted qi is characterized by a form of electromagnetic field, resulting in a high bioactivity in the treatment of bones and muscles.[12]

Chapter 2

SUPERBRAIN YOGA

Energy Centers as Energy Transformers

Connecting the Tongue to the Palate

How to Energize and Activate the Brain

The Correct Finger Position

The Correct Arm Position

Invoking for Divine Blessings

Facing the Correct Direction

Internal Alchemy

Superbrain Yoga

Very Important Points

Keeping the Body Clean

Stress Relief

Cleansing and Energizing Effects of Superbrain Yoga

ENERGY CENTERS AS ENERGY TRANSFORMERS

The word transformer can be understood in two senses. Transformers are for *stepping up or stepping down electrical voltages.* Before electrical power reaches your house, it has to go through a series of step down transformers. By the time it reaches your house, the voltage has been stepped down to 220 volts or 110 volts.

The word transformer is also used in a sense of transforming a certain form of energy into another form of energy.

Light can be transformed into electrical energy, which can also be transformed into mechanical energy or heat energy. The energy centers are like energy transformers. When energies from the lower energy centers move upward into the higher energy centers, they are transformed into other forms of energies with much higher frequency. When higher forms of energies from the upper energy centers move down into the lower energy centers, they are also transformed into other forms of energies with much lower frequency.

This stepping down process in the ancient teachings is called *veiling the light*, which means the intensity of the divine light is reduced.

When energy from the basic energy center and the sex energy center move up to the heart energy center, they are transformed into peace, love, and compassion.

When they go up to the throat and ajna energy centers, they are transformed into pranic energy of intelligence and creativity.

When they go up to the crown energy center, the energy is transformed into pranic energy of spirituality. Since the crown energy center controls and energizes the brain, the energy is also transformed into a subtle type of

pranic energy that is utilized for energizing the brain for its proper functioning.

CONNECTING THE TONGUE TO THE PALATE

The energy body has a *front energy wiring* and *back energy wiring*. In acupuncture this is called an energy channel or meridian. The front channel is called the *Conception Channel,* while the back channel is called the *Governor Channel*. Since the body has to eat, the front energy channel is broken in the mouth area. In order to make the energy wiring more complete, the tongue has to be connected to the palate.

The tongue must be connected to the palate to connect the front energy wiring, in order to complete the energy wiring in the front and back energy channels. The energy channels have the capability of expanding and contracting. Based on clairvoyant observation, when the tongue is not connected to the palate, the front and back energy channels is about 2 millimeters in diameter. When the tongue is connected to the palate, the front and back energy channels expand to about 5 to 10 millimeters in diameter.

To “switch on” the energy body, the tongue must be in contact with the palate. To “switch off” the energy body, the tongue must be disconnected from the palate.

HOW TO ENERGIZE AND ACTIVATE THE BRAIN

The body is a very complicated subtle electronic equipment. When the proper energy wiring connection is made, it produces the right results; when the connection is wrong, it does not produce the expected results.

The right ear lobe corresponds to the left brain, and while the left ear lobe corresponds to the right brain.

When the *right ear lobe is gently squeezed* with the left thumb and left index finger with the thumb outside, it produces the necessary energy

connection, which causes the *left brain and pituitary gland to become energized and activated.*

When seen clairvoyantly, the aura or energy field of the left brain and pituitary gland increase by as much as 100 percent to 200 percent. The left brain and pituitary gland become luminous. But this condition is temporary; the moment the left thumb and the left index finger are removed from the right ear lobe, the left brain's and pituitary gland's energy level goes back to its previous level. The left brain and pituitary gland become dim.

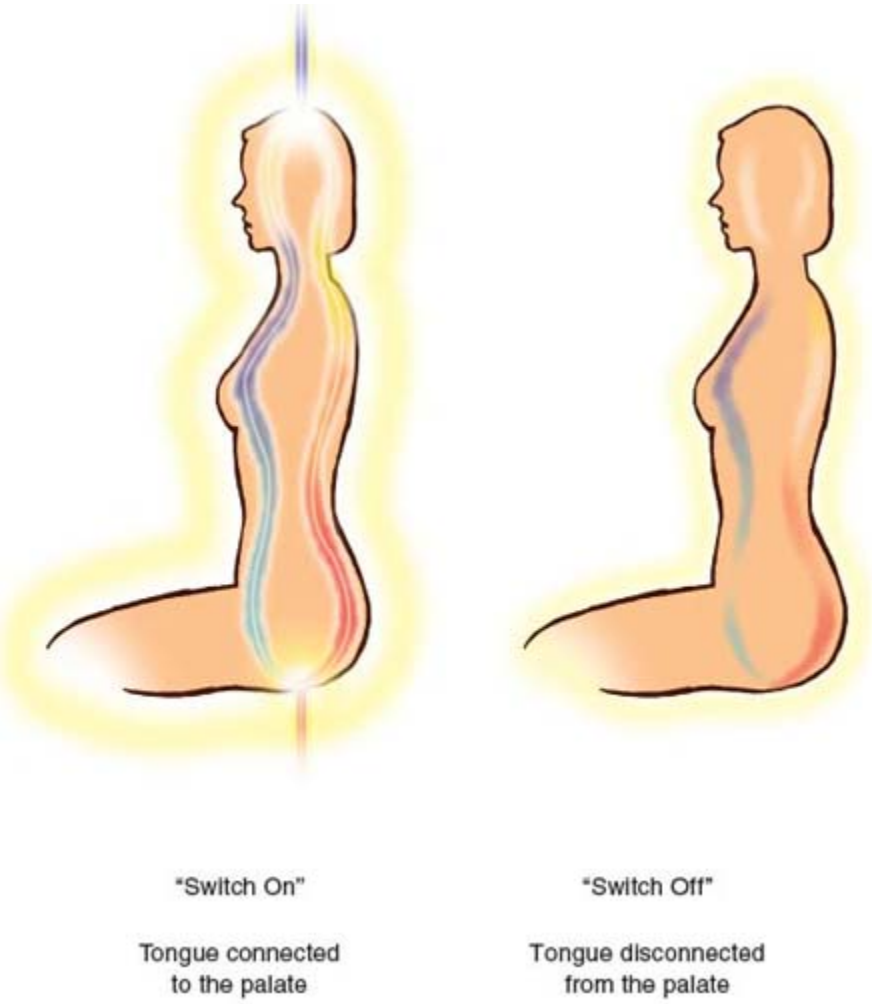


Fig. 2.1 **Connecting the Tongue to the Palate**

To "switch on" the energy body, the tongue must be in contact with the palate. To "switch off" the energy body, the tongue must be disconnected from the palate.

The results can easily be validated by Pranic Healers (Pranic Energy Healers) through scanning the left brain and the pituitary gland: a) before squeezing the right ear lobe with left thumb and left index finger; b) during the squeezing; and c) after releasing the left thumb and left index finger from the right ear lobe.

When the *left ear lobe is gently squeezed* with the right thumb and right index finger with the thumb outside, it produces the necessary energy connection, which causes the *right brain and pineal gland to become energized and activated.*

When clairvoyantly seen, the aura or energy field around the right brain and pineal gland increases by as much as 100 percent to 200 percent. The right brain and pineal gland also become luminous. But this condition is only temporary; the moment the right thumb and right index finger are removed from the left ear lobe, the energy level of the right brain and pineal gland goes back also to its previous level. They become dim.

The results can easily be validated by Pranic Healers (Pranic Energy Healers) through scanning the right brain and the pineal gland: a) before squeezing the left ear lobe with right thumb and right index finger; b) during the squeezing; and c) after releasing the right thumb and right index finger from the left ear lobe.

If the left thumb and left index finger are used to gently squeeze the left ear lobe, it will cause a “short circuit.” The right brain’s and pineal gland’s energy level decreases and becomes depleted.

If the right thumb and right index finger are used to gently squeeze the right ear lobe, it will also cause a “short circuit.” The left brain’s and pituitary gland’s energy level decreases and becomes depleted. Using the wrong hand to gently squeeze the ear lobe has a depleting effect.

This means if you use the right thumb and index finger to gently squeeze the right ear lobe, it will not work because it is the wrong hand. If you use the left thumb and index finger to gently squeeze the left ear lobe, it will also not work because it is the wrong hand.

THE CORRECT FINGER POSITION

The thumb must be on the outside and the index finger must be inside when gently squeezing the ear lobe. This is the correct finger position. When the correct finger position is used, the pranic energy level of the brain is higher and the effect is more powerful than if the thumb is on the inside and the index finger is on the outside.

With the less powerful finger position, the pranic energy level of the brain decreases initially, but later increases after doing the Superbrain Yoga. The increase is not as high as when the correct finger position is used.

THE CORRECT ARM POSITION

The right arm must be outside, while the left arm must be inside. This is the correct arm position. This will cause the brain to be energized and activated. It is seen clairvoyantly as the brain becoming more luminous.

The correct arm position applies to both male and female. If the right arm is inside and the left arm is outside, it causes a "short circuit" and the brain will become depleted and dimmer. This is the wrong arm position. Since the energy wiring connection is not correct, it will not have an energizing and activating effect on the whole brain. *If the wrong arm position is used, it will decrease the pranic energy level of the brain and the upper energy centers while the pranic energy level of the lower energy centers will increase.*

INVOKING FOR DIVINE BLESSINGS

The Superbrain Yoga gradually awakens the latent powers within us and also involves internal alchemy; therefore, it is preferably safer and more effective to invoke first for Divine Blessings before doing the Superbrain Yoga.

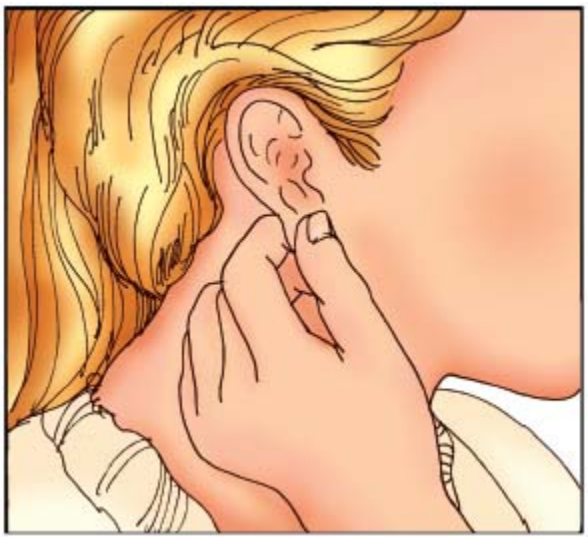


Fig. 2.2 **The Correct Finger Position**

The thumb must be on the outside and the index finger must be on the inside when gently squeezing the ear lobe. When the correct finger position is used, the pranic energy level of the brain becomes much higher.

Fig. 2.3 **The Less Powerful Finger Position**

With the thumb on the inside and the index finger on the outside, the pranic energy level of the brain is not as high as when the correct finger position is used.

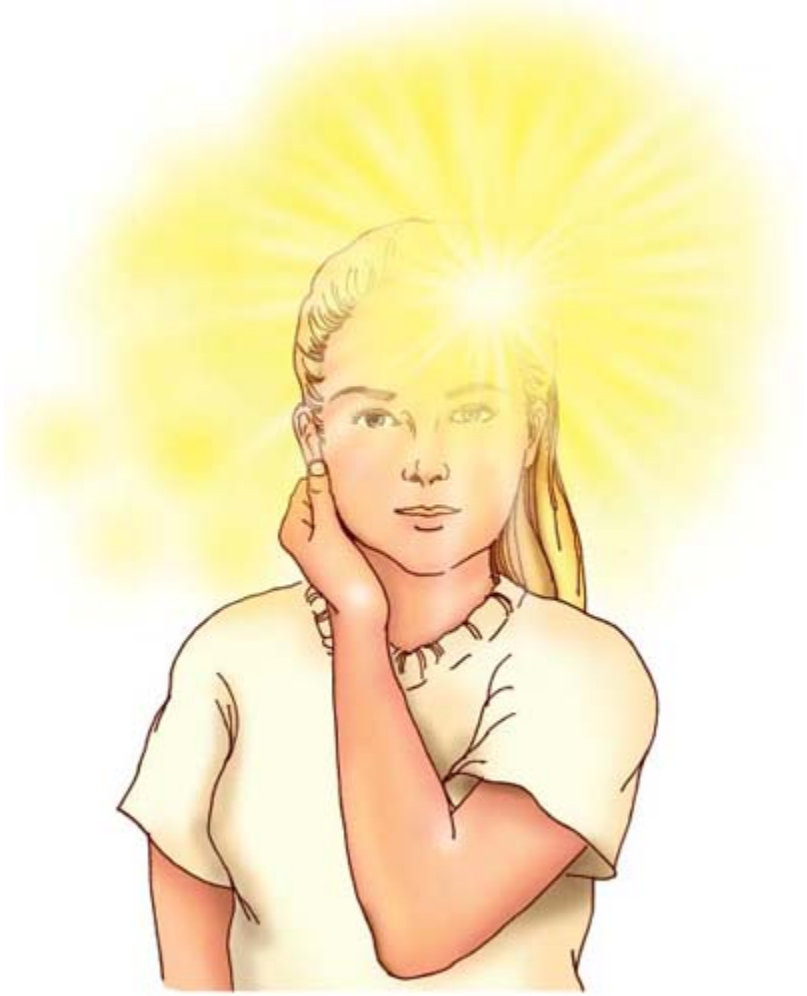


Fig. 2.4 **Energizing and Activating the Left Brain**

When the right ear lobe is gently squeezed with the left thumb and left index finger with the thumb outside, it produces the necessary energy connection, which causes the left brain and pituitary gland to become energized and activated. When seen clairvoyantly, the aura or energy field of the left brain and pituitary gland increases by as much as 100 percent to 200 percent and they become more luminous.

Fig. 2.5 **Energizing and Activating the Right Brain**

When the left ear lobe is gently squeezed with the right thumb and right index finger with the thumb outside, it produces the necessary energy connection, which causes the right brain and pineal gland to become energized and activated. When clairvoyantly seen, the aura or energy field around the right brain and pineal gland increases by as much as 100 percent to 200 percent and they also become more luminous.

Fig. 2.6 **Correct Arm Position**

Energizing and Activating the Left Brain and Right Brain. The left arm must be inside while the right arm must be outside.

FACING THE CORRECT DIRECTION

For children, teenagers and adults, it is advisable to face the east for better result. East radiates predominantly violet pranic energy, which activates the upper energy centers, and facilitates the bringing up of energies from the basic energy center and sex energy center to the upper energy centers and crown energy center.

For older people it is advisable to face the north when doing the Superbrain Yoga, because their sex and basic energy centers are weak and depleted. Therefore, there is not much lower energies to be transformed into higher energies to be utilized by the upper energy centers and the brain. North radiates predominantly red pranic energy. Red prana energizes and strengthens, especially the lower energy centers. For younger people it is not advisable to face the north because their lower energy centers are already over energized and over activated.

INTERNAL ALCHEMY

To transform or internally alchemize the energies of the basic energy center and sex energy center into higher subtle energies to be utilized by the upper energy centers and the brain, it is necessary when squatting down to inhale simultaneously, and when standing up to exhale simultaneously.

This simple process will bring the lower energies up to the upper energy centers. The lower energies are transformed into energies with much higher frequency. These pranic energies of higher frequencies are utilized for energizing the brain so it can function with greater efficiency and effectivity.

SUPERBRAIN YOGA

PROCEDURE

1. Face east. For old people, face north.
2. Connect your tongue to the palate.
3. Preferably invoke for Divine Blessing. (Optional)

"I humbly invoke for the Blessings

of the Supreme God,

All the holy gurus, Holy Masters, spiritual teachers, saints,

Archangels, holy angels, and spiritual helpers for

divine Light, divine guidance, divine Love,

divine help and divine protection.

With deep gratitude, respect and love.

Thank You!

In full faith! So be it!"

4. Spread your feet shoulder width apart.
5. Squeeze the right ear lobe with your left thumb and left index finger.
6. Squeeze the left ear lobe with your right thumb and right index finger.
7. The left arm must be inside and the right arm outside. This is the correct arm position.

Fig. 2.7 **Starting Position**

For children, teenagers and adults, it is advisable to face east. For old people it is advisable to face north.

8. When squatting down, inhale simultaneously. This breathing instruction must be followed and must not be changed.

Fig. 2.8 **Squatting Down**

When squatting down, inhale simultaneously

9. When standing up, exhale simultaneously. This breathing instruction must be followed and must not be changed.

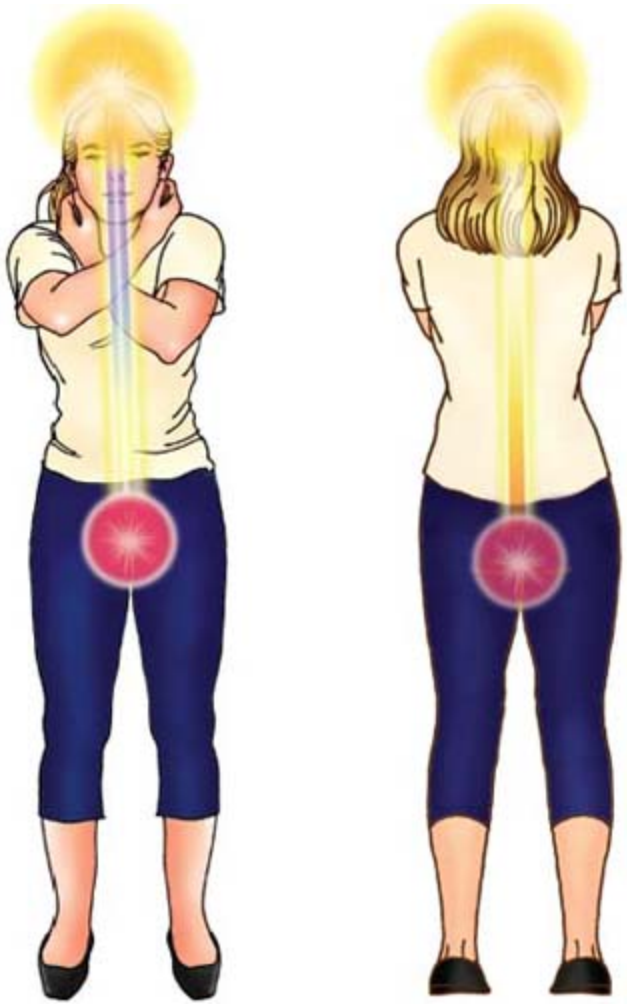


Fig. 2.9 **Standing Up**

When standing up, exhale simultaneously

10. Repeat steps 8 and 9, 14 times per session.

For people who need extra help to improve their intelligence, repeat 21 times per session.

For Arhatic Yogis or people who do advanced meditation, repeat 7 times per session only.

For people who are not so young or are physically handicapped, they can do the ***semi-squat*** *version of Superbrain Yoga about 50-70 times per session.* Doing the Superbrain Yoga in semi-squatting is not as powerful as doing it in full squatting version. Therefore the number of times it has to be done has to be increased.

The key is to inhale simultaneously when squatting and exhale simultaneously when standing up.

Superbrain Yoga can be practiced, if necessary, twice to thrice a day. Over practicing this may cause pranic congestion in the head area.

11. Release your fingers from your ear lobes.

12. Say a short prayer of thanksgiving. (Optional)

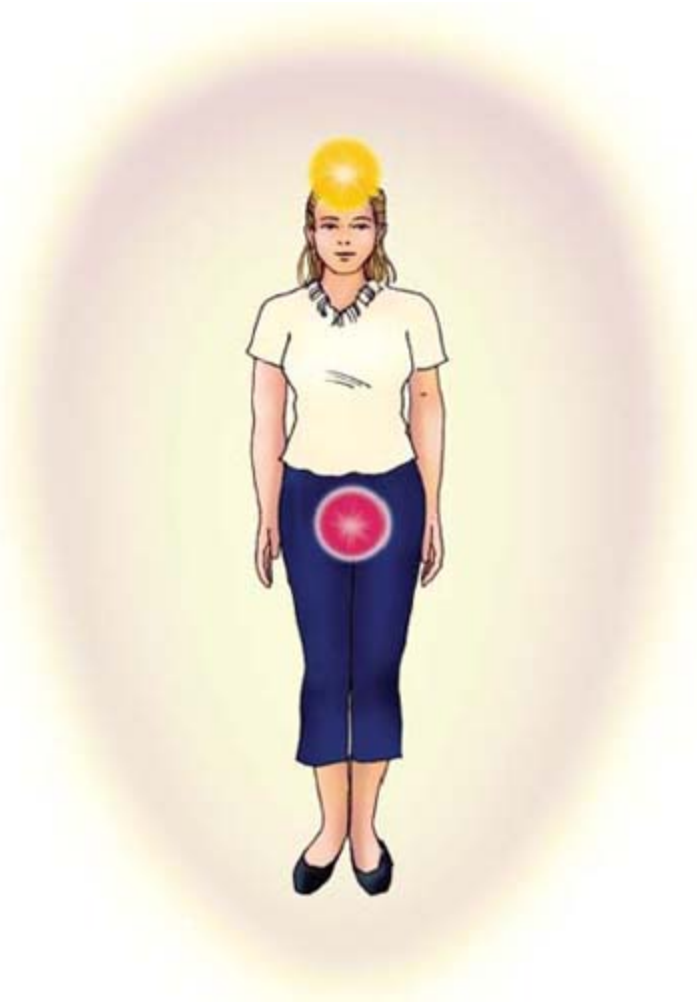
"To the Supreme God,

All the holy gurus, Holy Masters, spiritual teachers, saints,

Archangels, holy angels, and spiritual helpers.

Thank You for Your divine blessings!

With thanks and in full faith! So be it!”

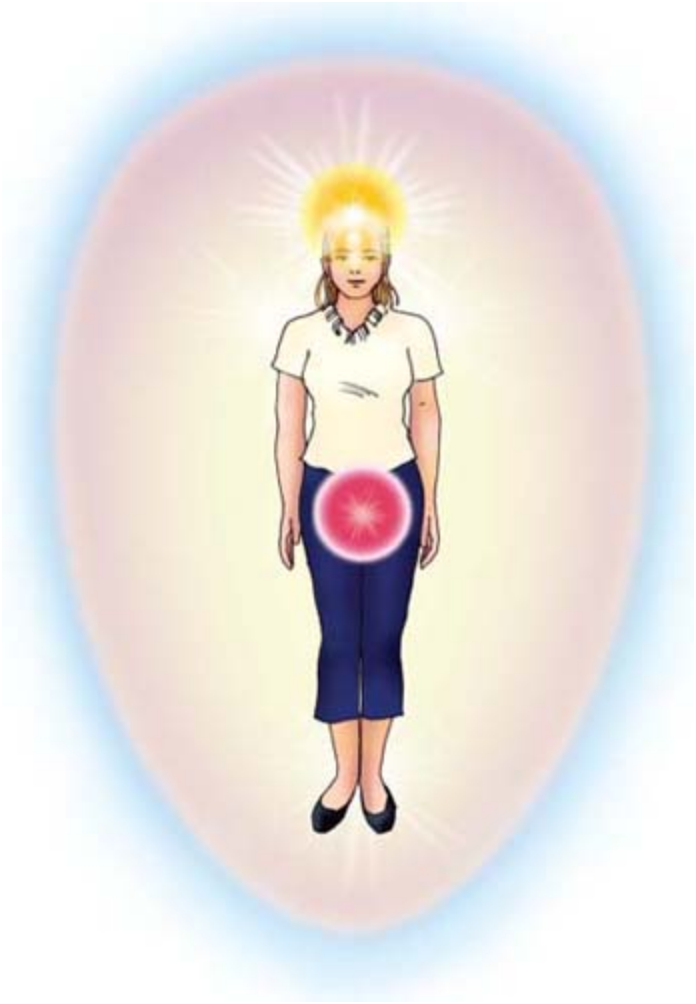


Front

Fig. 2.10 **The aura and the energy centers before the Superbrain Yoga**

Back

Fig. 2.11 **The aura and the energy centers before the Superbrain Yoga**



Front

Fig. 2.12 **The aura and the energy centers after the Superbrain Yoga**

Back

Fig. 2.13 **The aura and the energy centers after the Superbrain Yoga**

VERY IMPORTANT POINTS

1. Face East.
2. Connect your tongue to the palate.
3. The right ear lobe must be squeezed gently by the left thumb and left index finger. The left ear lobe must be squeezed gently by the right thumb and right index finger.
4. The left arm must be inside and the right arm must be outside.
5. When squatting, inhale simultaneously. When standing up, exhale simultaneously. Do this 14-21 times. All of these must be followed in order to energize and activate the brain.
6. The Superbrain Yoga must be done almost everyday to repeatedly energize and activate the brain cells.
7. Do not do the Superbrain Yoga 2 days before, during, and 2 days after menstruation. During this period the sex energy center is filled with grayish energy. Doing the Superbrain Yoga will bring the dirty energy to the upper energy centers and the brain. If a person's sex energy center and/or basic energy center are dirty, it is better for the practitioner to have localized energy sweeping first before practicing the Superbrain Yoga.

KEEPING THE BODY CLEAN

Practicing the Superbrain Yoga increases the flow of pranic energies within the body. To minimize possible physical health problems, it is important to keep the physical and energy body clean.

The Physical Body and Energy Body

1. Avoid smoking. Smoking dirties the physical body and energy body. It causes heart problems, hypertension and other problems.
2. Avoid excessive alcohol intake. Alcoholism is physically and psychologically detrimental to a person, and at the same time harmful to one's family.

3. Addictive or hallucinogenic drugs must be avoided because they dirty the energy body and damage the physical body.
4. Avoid eating pork. Pork is energetically very dirty.
5. Avoid eating fish with no scales such as eel and catfish. They are also energetically dirty. Meat and fish may be taken in moderation.[13]

It is important to keep the body clean and not overdo the Superbrain Yoga to avoid or minimize possible physical health problems like:

1. Insomnia.
2. Overheating of the body.
3. Weakening of the body.
4. Pain & Discomfort.
5. Skin rashes.

Note: If any pain or adverse effects are experienced by practicing the Superbrain Yoga, you are advised to discontinue it immediately, either temporarily, or permanently. Please consult a medical doctor and a certified Pranic Healer (Pranic Energy Healer) before continuing with this practice.

STRESS RELIEF

It is reported that when students are under stress in school, they request permission from their teachers to practice the Superbrain Yoga. The students report that the psychological stress is reduced and they are able to concentrate on their studies more effectively.

The Superbrain Yoga not only energizes and activates the brain, but also the heart, throat, ajna, forehead, and crown energy centers. When energies from the basic energy center and the sex energy center move up to the heart energy center, they are transformed into inner peace.

When they go up to the throat and ajna energy centers, they are transformed into pranic energy, for greater intelligence and creativity.

When they go up to the forehead energy center and crown energy center, they are transformed into pranic energy of spirituality. The lower energies

are transformed into subtle pranic energy, which is utilized by the brain for its proper functioning.

This is why some people have experienced stress reduction by practicing the Superbrain Yoga.

Other benefits from the practice of Superbrain Yoga are greater psychological stability and also greater ability to regulate the sex drive especially for teenagers.

CLEANSING AND ENERGIZING EFFECTS OF SUPERBRAIN YOGA

Based on clairvoyant observation, Superbrain Yoga has partial cleansing and energizing effect on the energy centers and the aura. The practitioner, after doing this simple yogic exercise, looks brighter; the energy centers and the aura are brighter. *Prolonged practice of the Superbrain Yoga makes the practitioner, in general, smarter and more psychologically balanced.*

Since the Superbrain Yoga activates the higher energy centers and also energizes the brain and nervous system, it is possible to use Superbrain Yoga to alleviate the condition of patients with psychological ailments and/or brain and nervous system ailments. This has to be done under the supervision of a medical doctor and a certified Pranic Healer (Pranic Energy Healer).

Chapter 3

MORE ABOUT THE ELEVEN MAJOR ENERGY CENTERS

Crown Energy Center

Forehead Energy Center

Ajna Energy Center

Throat Energy Center

Heart Energy Center

Solar Plexus Energy Center

Spleen Energy Center

Navel Energy Center

Meng Mein Energy Center

Sex Energy Center

Basic Energy Center

MORE ABOUT THE ELEVEN MAJOR ENERGY CENTERS

The Crown Energy Center is located at the crown of the head. It is the center for higher intuitive faculty. This faculty, when fully developed, manifests as “direct knowing” or “direct inner perception” or also known as intuitive intelligence. It is knowing without having to study. What is learned through the intuitive faculty in a few minutes will require weeks, if not months, to put into words. A person with only a developed mental faculty will have to unravel or plow through the problem; whereas, a person with even only a partially developed intuitive faculty has a quick overall grasp of the problem and its possible solutions.

Unfortunately, our present educational system does not encourage the development of the intuition, on the grounds that the solution or conclusion is not rationally arrived at.

Direct perception or intuition is not logical or rational. The truth is that the intuitive faculty is beyond logic; it transcends logic and the rational mind. Mental intelligence requires the study and the use of logic through inductive and deductive reasoning.

Many scientific discoveries are made through intuitive intelligence. Ideas simply flash in the minds of some scientists. Modern scientific research shows that the pineal gland is connected with aging and anti-aging processes.[14]

The Forehead Energy Center is located at the center of the forehead. It is the center of lower intuitive intelligence. It is the center of wisdom or lower intuition. What is the difference between the higher intuition of the crown energy center and the lower intuition of the forehead energy center? In the case of the crown energy center, it is direct inner perception without form. It is pure knowing. Direct knowing without inner visions or sounds is higher intuition. On the other hand, with the forehead energy center, it is direct perception accompanied by inner vision.[15]

The Ajna Energy Center is located at the area between the eyebrows. It is the center of the higher mental faculty or the abstract mind. It is also the "directing" center or the "will" center. It is responsible for understanding abstract concepts and principles. The combination of understanding and directing others manifest as active intelligence. Active intelligence is very different from sterile intelligence. You may encounter people who seem to be intelligent and you may be impressed when they talk, but they are not productive. They do not produce results. This is an example of sterile intelligence. The proper function of the ajna energy center *manifests as intelligence in motion or dynamic intelligence.*

An example of dynamic intelligence is an executive, director or manager; they use their intelligence to manage resources and people. Their job is to make others produce results.

The ajna energy center is the center for active directing will, which is based on intelligence. It is intelligent will – the higher type of will. The solar plexus energy center is the center of emotional drive or the emotional will – the lower type of "will." The strength of the masses comes predominantly from the solar plexus, while that of a highly refined, highly developed person comes predominantly from the ajna energy center.[16]

The Throat Energy Center is located at the center of the throat. It is the center of the lower mental faculty or the concrete mind. It is used when meticulous details are involved in such activities as studying, planning, painting, etc.

It is also the center of higher creativity, while the sex energy center is the center of "physical creativity" or procreation. When the throat energy center is quite strong and active, the sex energy center is also quite strong. This is why artists or creative people have strong sexual drives. However, sex energy can be sublimated by bringing it up to the throat energy center.

Many artists, successful politicians, and businessmen have highly developed throat and sex energy centers. This explains why some of them tend to have sexual affairs. It is impossible for a person to be highly creative and still have an underactivated sex energy center, be impotent or frigid. For the throat energy center to be highly activated, it is necessary for

the sex energy center to be strong. But the reverse is not necessarily true. A highly activated sex energy center does not necessarily mean a highly activated throat energy center.[17]

The Heart Energy Center is located at the center of the chest. It is the center of the emotional heart. It is the center of higher emotions such as peace, serenity, joy, compassion, kindness, gentleness, tenderness, caring, considerateness, patience, sensitivity, etc. The solar plexus energy center, which is the center of lower emotions, is self-oriented. The heart energy center is "others-oriented," as in "What are the needs of other people? What would other people feel? What would other people think?" Both qualities of being self-oriented and being others-oriented are equally important. If you want to achieve a balance between the physical or material, and the spiritual aspects of your life, both the solar plexus energy center and the heart energy center must be developed evenly.

If the heart energy center is overdeveloped and the solar plexus energy center is underdeveloped, there is a tendency that other people will take advantage of you, abuse and misuse you. If the solar plexus energy center is overdeveloped, there is a tendency to be too selfish, and maybe even ruthless. To become psychologically healthy, the development of the solar plexus energy center and heart energy center must be balanced. This is called balancing loving-kindness with self-interest.

With the pervasiveness of modern education and the advancement of careers that require the use of much of the mental faculty, the throat energy center is developed in a lot of people. The development of the heart energy center has been neglected, and because of this, you may encounter a person who is quite intelligent and successful in his career but very abrasive.

The development of the heart energy center ensures that the enhanced intellectual faculty and the increase in willpower will be used properly and harmlessly. The crown energy center can only be sufficiently developed when the heart energy center is first developed.

Without the development of the heart energy center in most people, world peace cannot be possible. This is why the development of the heart should be emphasized in the educational system.[18]

The Solar Plexus Energy Center is located at the hollow area between the ribs in the front and the opposite side. It is the center for both positive and negative lower emotions: Positive emotions include ambition, daringness, courage, perseverance, strength, righteous indignation, justice and fairness. Negative lower emotions include anger, irritation, hate, envy, greed, destructiveness, violence, cruelty, resentment, worry, anxiety, tension, fear, selfishness, aggressiveness, abrasiveness, addiction, etc.

The term “lower emotion” is not necessarily bad. The solar plexus energy center, as stated earlier, is the center of courage, daring, strong drive, perseverance, and the desire to win.

In general, the masses are emotionally driven. Therefore, the solar plexus energy center is where the lower will is located; it is the will center of the masses.

Although the will center for the masses is located in the solar plexus energy center, a person has the option of following either the urges of the lower nature or the higher nature.[19]

The Spleen Energy Center. The front spleen energy center is located at the left part of the abdomen between the front solar plexus energy center and navel energy center. It is located at the middle part of the left bottom rib. The back spleen energy center lies at the back of the front spleen energy center. The front and back spleen energy center control and energize the spleen. It is through the spleen energy center that air prana is absorbed, digested and distributed to different energy centers. It draws in air prana and breaks it down into different subtle energies, which are then distributed to the other major energy centers and to the entire body. This means that the other major energy centers and vital organs are substantially dependent on the spleen energy center for pranic energy.

The spleen energy center plays a vital part in a person’s general well-being. It affects the physical and psychological energy level of a person. If the spleen energy center is clean and highly energized, the person will feel strong and healthy. If it is weak, the person will also feel weak. A weak spleen energy center means a weak physical body and low pranic energy

level. A person who is quite depressed has a depleted spleen energy center.[20]

The Navel Energy Center is located on the navel. The navel energy center produces “synthetic golden chi or energy,” which facilitates or helps in the circulation of prana within the meridians. Synthetic chi facilitates the drawing in of prana by the energy body. Persons with synthetic chi can draw in more prana.

The word “chi” is used quite loosely to mean subtle energies. Chi is sometimes used to mean air prana, ground prana and other types of prana. It is also used to mean a type of “biosynthetic chi” produced by the navel energy center. This biosynthetic chi is quite different from prana or life energy. It affects one’s ability to draw in, distribute, and assimilate prana. During bad weather conditions, the quantity of air prana is quite scarce. Persons with lesser biosynthetic chi have greater difficulty drawing in air prana. Therefore, compared to the average person, they tend to feel more tired or low.

The body gets nutrients by drinking and eating and, in the process, produces hormones through the endocrine glands. Food, water, and juices correspond to different types of pranic energies, which are absorbed by the energy body. The hormones produced by the body correspond to the biosynthetic chi produced by the energy body.

The navel energy center is also the center of the instinct for knowing. For example, when you practice martial arts, you do not think about the next move you have to make. You instinctively know what to do when confronted by an opponent.[21]

The Meng Mein Energy Center is located at the back of the navel. It controls and energizes the kidneys and adrenal glands.

It serves as a “pumping station” in the spine and is responsible for the upward flow of subtle pranic energies coming from the basic energy center. To be more exact, the meng mein energy center acts as an “energy accelerator” that increases the rate of vibration of the lower pranic energy.

This causes the lower pranic energy to gush out with tremendous speed through the back energy channel and spread to all parts of the body.[22]

The Sex Energy Center is located on the pubic area. It is the center of sexual instinct, and the lower creative center for procreation. Persons with strong sex energy centers have strong sexual drives.

The sex energy center is the physical creative center for procreation. The throat energy center is the center for higher creativity. It is the higher correspondence of the sex energy center. The two are closely interconnected. This is why highly artistic or very intelligent people tend to have very strong sexual drives and lots of sexual scandals. It is not possible for a person to be very creative or intelligent and be sexually impotent or inhibited at the same time.

Part of the sex energy is transmuted by the body to a higher form of pranic energy to be utilized for creative, intelligent and spiritual functions. *The transmuted sex energy is required for the proper functioning of the throat energy center and the energy centers in the head area.* Mentally retarded patients have depleted sex energy centers. That is why their throat, ajna, forehead and crown energy centers are also depleted and do not function properly. In older people, the sex energy center and the basic energy center are depleted. This is one of the factors why older people tend to become senile.

The science and art of transmuting sex energy into creative energy, and into a higher form of pranic energy to activate the brain cells is taught in *Arhatic Yoga.*[23]

The Basic Energy Center is located at the base of the spine or the coccyx area. The basic energy center is like the root of a tree. If the root is weak, the tree is weak. Similarly, if the basic energy center is weak, the body is also very weak. Another term for the basic energy center is “root energy center.” It is the center of the instinct for self-survival.

It is not only the center of self-survival, but it is also the center of dynamic activities. A dynamic executive or somebody who is successful in business tends to have a highly activated and energized basic energy center.

A person with a small and depleted basic energy center has a tendency to make plans, but not to implement them. He also tends to procrastinate or keep things on hold. The basic energy center needs to be treated by a pranic healer (pranic energy healer) because it is the energy center of action.

This energy center, if unregulated, may manifest as covetousness.[24]

Chapter 4

TESTIMONIALS

Most Improved Student In Mathematics

Sudhir Gupta - India

A's In Mathematics and Reading

S.C. - U.S.A.

High Honor Roll

Olivia Kohl - U.S.A.

I Got A's and A-'s

Athiporn (Mona) Sareebutr - Thailand

Superbrain Yoga Pilot Study Phoenix, Northern New Jersey

Glenn Joseph Mendoza, MD, M.P.H. and Raina Koterba, O.T.R./L - U.S.A.

Superbrain Yoga Pilot Study Cedar Grove School

Glenn Joseph Mendoza, MD, M.P.H. and Raina Koterba, O.T.R./L - U.S.A.

Superbrain Yoga Study Improving Academic And Behavioral Performances in Adolescents

Kim Siar, Teacher,

Brain Based Learning Facilitator - U.S.A.

2nd Superbrain Yoga Study Results Once Again Show Superbrain Yoga Works Without Fail

Kim Siar, Teacher,

Brain Based Learning Facilitator - U.S.A.

Testimonial from Sudhir Gupta

“Most Improved Student in Mathematics”

I would like to describe to you regarding Varun’s development through following the instructions on how to do the Superbrain Yoga.

Varun has a condition called ADHD (attention deficit hyperactivity disorder). With this condition, the attention span is very limited for all activities. The concentration levels are at best perhaps 15 to 25 minutes and then the mind/brain goes into the daydreaming mode.

This made our life and Varun’s very difficult. We would receive numerous complaints about Varun from his school. Ninety-five percent of the complaints were that he was not doing well in his class. He was daydreaming, not giving his homework on time, was not organized, and (last year) the principal warned us that if Varun did not improve in his studies, he would be forced to repeat the 7th grade.

Nisha and I were doing everything possible to make Varun comfortable. He has special classes that are specifically designed for attention deficit hyperactivity disorder sufferers. We gave him all the supplements/natural medicine and most important of all, we gave him love and understanding. All of the above made a difference, but it was still not enough. I would say that from a scale of 1 to 10, Varun improved to a level of 5.

Then Master Choa Kok Sui took personal interest in Varun and told us about Superbrain Yoga. He made it very clear that Varun must do the Superbrain Yoga 7 times. He started doing this in the morning before going to school. Things still did not improve, but Varun had faith in Master Choa Kok Sui. Then he told Varun to start doing it 14 times a day, and so Varun started doing it 14 times.

Miracles started happening. Varun's school reports started getting much better. He started concentrating on his work, and his teachers started appreciating Varun. His special class teacher also reported much improvement with his attitude to his education. All in all he improved a lot, much to our delight and satisfaction.

In June 2005 (school end), Varun got a *medal and a certificate for the most improved student in Mathematics.* This was incredible, and perhaps the most important achievement for Varun. This happened because of the Superbrain Yoga. The principal who threatened to make Varun repeat his class had to eat his own words.

With Varun's sexual energy also controlled, his attitude (in whole) has improved a lot. He also managed to pick me up (and I am 80 Kgs) and showed me that his strength levels also improved. He continues to do his Superbrain Yoga. We hope that his attention deficit hyperactivity disorder will be a thing of the past and we are now 100 percent sure, that it will be very well controlled because of the Superbrain Yoga.

(Signed) Sudhir Gupta
October 13, 2005

Testimonial by S.C.

"A's in Mathematics and Reading"

My daughter Christine was diagnosed a year and a half ago with mild autism and speech delay. *It was actually heartbreaking to see her struggle so hard just to hold scissors or a pencil and being oblivious to the*

Kindergarten teacher's instructions. In November, Grand Master Choa Kok Sui did a healing on her during class break. That very day there was significant improvement in her speech and focus. She also started behavioral and speech therapies immediately after that, to complement Pranic Healing (Pranic Energy Healing).

Last February, Grand Master Choa Kok Sui gave her another extensive healing and also taught the Superbrain Yoga. *That same day she sat down and started writing the alphabet — something she has never done before.* Since then Grand Master Choa Kok Sui had done several more healings, and she had been doing Superbrain Yoga several times a week. Christine has substantially become calmer and able to focus after the healings. Since then she has steadily improved in all aspects. *Her grades went from an average high C's and B's to A's in Mathematics and Reading.* Her therapists were all saying that if all their patients/cases were like Christine it would make their job so much easier. She responds so quickly to her lessons, and they claim that this rarely happens! In fact, they told us that most parents of their patients would be so grateful to just get their children to Christine's state now!

This month, her therapist suggested substantially reducing her therapy, because she has surpassed every goal she has been given. After being tested by a panel of behavioral and academic experts at her school, they concluded that *Christine is academically ahead of her grade level by approximately 8 months.*

We are forever grateful for Grand Master Choa Kok Sui's love and concern, for healing her and teaching her Superbrain Yoga. We will continue to have her practice Superbrain Yoga and apply Pranic Healing (Pranic Energy Healing) on her.

With love, gratitude and respect,

(Signed) S.C.
October 25, 2005

Testimonial from Olivia Kohl

"High Honor Roll"

Testimonial from a Pranic Healer (Pranic Energy Healer), Olivia Kohl from Wisconsin; recounts actual experience with her son in 2004, when Superbrain Yoga was initially introduced.

The Superbrain Yoga is wonderfully fun for children and can be practiced easily. I taught my son, who was 12 at the time, to do this exercise. He is a good student but has his ups and downs and is not always ready for studying and not always with the best grades. I introduced the Superbrain Yoga to him in November 2004, after my first Arhatic Yoga Preparatory Level. He did the Superbrain Yoga sporadically a few times a week, 14 times, once a day.

His grades started to improve in special math, where he had a few obstacles, and also language and arts. *His grades were so great that he was on the High Honor Roll and got a certificate (students with grade 3.8 and higher) and his name appeared in the local newspaper, "Herald Tribune."*

His accomplishments were great in math and he went from low grades to grade A at the end of the trimester. He was really happy. It was even greater to think that I got the good news about his name published in the paper when I was at the Arhatic Yoga retreat in New York. This was one of the many blessings. Thank you Grand Master Choa Kok Sui and all the Great Ones.

In this year 2005, he is in Mathcounts Club, being one of the best students in Math. *His overall grades are great, and he does not settle for less than an A or A+*. He still does the Superbrain Yoga from time to time, but not daily. He believes in the Superbrain Yoga and in Pranic Healing (Pranic Energy Healing) and asks for healing when he does not feel good.

Blessings and Love to All,

(Signed) Olivia Kohl

October 26th, 2005

Testimonial of Athiporn (Mona) Sareebutr

"I Got A's and A-'s"

Athiporn (Mona) Sareebutr, 36 years old, has attention deficit disorder. She is working towards her masters degree in Clinical Psychology in the University of the Philippines, a 2- to 5-year course, depending on how many units are taken each semester. She is in her 2nd year.

She started doing the Superbrain Yoga while taking her Advanced Pranic Healing Course three weeks ago, October 8, 2005. She does the Meditation for Energizing the Brain, also known as the Meditation on Twin Hearts (MTH) once or twice a day regularly and as the last physical exercise before the Meditation for Energizing the Brain, she does the Superbrain Yoga 12 cycles per session, two to three times a day.

"I was worried because I was behind with my projects and we suddenly had 7 additional papers to do within 1 week. When I feel overwhelmed, I cannot put down my thoughts, I cannot even write anything. After the first day of doing the Superbrain Yoga, I could already do the work (papers).

After 3 to 4 days I could feel the presence, happiness and I could understand more and could focus more. In one hour of every day I found I could produce so much more, that I felt I could finish everything. That was a bonus — no stress, I felt so light.

I actually thought before that I would have to drop my classes, because I was having much difficulty. *I had a B and C-grades last semester especially in statistics. Now I got A's and A-'s and will take my statistics 2 class next term.*

So I now continue doing the Superbrain Yoga before the MTH. I feel so happy, so much that I want to do the MTH more than two times a day, and the Superbrain Yoga even more because within just a few days, I gained so much from practicing them.

The MTH made my attitude towards study better. The projects did not become easier but my attitude towards my work became more positive and I could do my work calmly and happily. Now I am confident that I can take my course at a faster pace. I became more sensitive to subtle energy, emotions and other people. It started the development of my clairvoyant faculties.

I feel so energetic. People say I look younger, radiant, happier; even my face has changed. My friends always ask what my secret is. I tell them it is not a younger boyfriend. People tend to notice me and look at me longer; they tend to be more fond of me. When I do Pranic Healing (Pranic Energy Healing), I find healing is faster and much better."

(Signed) Athiporn Sareebutr
October 30, 2005

Testimonial of Dr. Glenn Joseph Mendoza, MD, M.P.H., and Raina Koterba, OTR/L

"Superbrain Yoga Pilot Study – Phoenix, Northern New Jersey"

On October 3, 2005, together with Raina Koterba, OTR/L, we started a Superbrain Yoga pilot study for children at the Phoenix Center in northern New Jersey. The group is composed of nine severely autistic children, ranging between the ages of 14 and 16. The *Sensory Profile*, a standardized test measuring the proper integration, regulation, and modulation of each of the sensory systems, was administered to each of the children and will be tested again in June. These children have a variety of issues, including minimal communication, self-abusive behaviors, obsessive-compulsive tendencies, hyperactivity, inattention, and cognitive delays. They do the Superbrain Yoga almost everyday, depending on the erratic state of the classroom. The children complete the exercise for a total of 21 times a day, one session only. Secondary to the cognitive and emotional level of the students, most required hand-to-hand manual guidance. After three weeks the majority of the students were now able to complete the Superbrain Yoga with minimal assistance from the therapist and teacher; some, however, still have difficulties.

The preliminary findings at the Phoenix Center are quite astounding in relation to the progress of a severely autistic child.

They are as follows:

THE FIRST WEEK:

- Children who are displaying severe hyperactivity (unable to keep feet or hands still for longer than 15 seconds), are calm for 15 to 20 minutes following the exercise with minimal extraneous movements. They appear calm, focused and can attend to work.

- Children who are consistently yelling or engaging in vocalizations (approximately one every 2-5 minutes), are quiet for about 20 minutes with minimal vocalizations. They also appear very calm, focused and ready to attend to the task at hand.

THE SECOND TO THIRD WEEK:

- Sensory input (extreme vestibular and proprioception) seem to have little effect on some of these children, however, after engaging in the Superbrain Yoga, the children are able to register the sensory input in a more appropriate manner.

- The teacher has observed, that when they are able to engage in the Superbrain Yoga in the morning (approximately 9:30), the children are calmer and quieter during their daily activities. The effects seem to wear off by lunch (11:45). It has been recommended by the therapist to engage in the exercise a second time, however this has not taken place yet.

(Signed) Dr. Glenn Joseph Mendoza, MD, M.P.H.
(Signed) Raina Koterba, O.T.R./L
October 22, 2005

Testimonial of Dr. Glenn Joseph Mendoza, MD, M.P.H., and Raina Koterba, OTR/L

"Superbrain Yoga Pilot Study – Cedar Grove School"

During the first and second week of October, together with Raina Koterba, OTR/L, we also started a study in North End and South End schools in Cedar Grove.

The first group is composed of a self-contained classroom of six children, between the ages of 6 and 8. The *Sensory Profile* was completed on each child including parts of the *Developmental Test of Visual Perception* and the *Developmental Test of Visual-Motor Integration.* These children have a variety of disabilities, including neurological defects, autism, seizure disorder, cognitive delay and specific learning disabilities. They do the Superbrain Yoga for a minimum of five times per week, sometimes completing it twice depending on the needs of some students.

The results of this preliminary study are as follows:

• The children are more focused and ready to work.

• The children are displaying less negative behaviors.

• They can follow multi-step directions, with less verbal cues and guidance.

• Some children are displaying strengths the teacher did not know they possessed.

• The children display increased social skills.

• The entire dynamic of the class has improved dramatically.

The second group is composed of a Resource classroom with nine children, varying between the ages of 7 and 9. These children have a variety of disabilities, including Down syndrome, attention deficit hyperactivity disorder, attention deficit disorder, specific learning disabilities, cognitive delays and psychotic depressive disorder. They complete 10 preliminary warm-up exercises and the Superbrain Yoga a minimum of 5 times a week.

The subjective observations are as follows:

- The children are more focused and ready to work.
- The children are displaying improved emotional states.
- The child with Down syndrome always appeared frustrated, anxious, and in an upset mood every time she came to Occupational Therapy. After about two weeks of completing the exercise, she is in high spirits and does all that is asked of her. She is able to focus more and follow 2-3 step directions, with little to no verbal cues for redirection.
- Some children are calmer, displaying less negative behaviors.
- Children ask for the exercise when the teacher forgets, or during stressful times (showing an increase in awareness and self-regulation).

The third group is composed of four classified children, varying between the ages of 5 and 8. These children have a variety of disabilities, including seizure disorder, emotional problems, obsessive-compulsive disorder, psychotic depressive disorder, anxiety disorder, and possible childhood schizophrenia. They complete 10 preliminary warm-up exercises and the Superbrain Yoga a minimum of 2 times per week.

The subjective observations are as follows:

- The children are more outgoing (students who didn't communicate much are talking and sharing thoughts with the therapist).
- The children are able to tolerate frustration to a greater degree (students are able to engage in more difficult activities prior to study with minimal aggravation).
- The child displaying bizarre behaviors appears to have a normal behavior.
- *The memory and retention of new information appears to have improved.*

- The child with very low self-esteem and always saying “I can’t” and requiring maximal encouragement and coaxing is now engaging in activities with minimal encouragement, some independently. His teacher has observed increase in speed and quality of work within the classroom.

- The child with psychotic depressive disorder, obsessive-compulsive disorder, and anxiety disorder appears to be more at ease in his body. Movements that were awkward and clumsy, have improved along with his self-esteem. He appears to be less anxious during regular daily routines.

The preliminary findings have been very encouraging particularly for the teachers and therapists who have been involved in the program.

(Signed) Dr. Glenn Joseph Mendoza, MD, M.P.H.
(Signed) Raina Koterba, O.T.R./L
October 22, 2005

Testimonial by Kim Siar
Middle School Teacher – Norristown Pennsylvania Brain Based Learning Facilitator

“Superbrain Yoga – Improving Academic And Behavioral Performances in Adolescents”

During the 2003-2004 school year, a study was conducted to measure the effects of the Superbrain Yoga with fifty-six (56) middle school students in Norristown, Pennsylvania, who were experiencing academic and behavioral problems. Thirty-seven (37) children served as a study group, while nineteen (19) children served as the control group. The study group performed the Superbrain Yoga at least twice a week, before tests, and when the students were noted to be tired, restless, emotional, or needed to assimilate academic information.

The Gates MacGinitie Tests was used to evaluate the effectiveness of the study. The Gates MacGinitie reading inventory was used to regulate the effectiveness of this program to monitor:

• Grade level progress
• Ascertain which students are reading on grade level
• Identify students for individual diagnosis in reading and vocabulary
• Organize students into instructional groups.

The results of the study showed a significant increase in the performance scores on the Gates MacGinitie Test in the study group. The total percentage change in the test scores was 21.487 percent in the study group, versus 2.7125 percent in the control group. There was a dramatic increase in student participation in and out of the classroom in the study group and seventeen (17) students were moved to a higher academic section. *Six (6) of the ten (10) students who were inducted into the National Junior Honor Society in the year of the study were participants of the Superbrain Yoga study. One student from the study group after the study qualified as gifted.*

The observational studies include an increase in the concentration of the students and a noticeable improvement in behaviors. The students were less likely to react and completed complex tasks without frustration. Many of the students participating in the study excelled in areas outside of their classroom, winning many awards and being noted as outstanding contributors to their school. *Faces that used to be taut with anxiety and fear from school projects, are now smiling and have an observable glow. These exercises create a positive connection, between learning, taking risks and connecting with others.*

The student response has been very strong. Many students ask for the Superbrain Yoga as they move ahead in their grades and find that not every classroom is doing the yoga. One student focused the commencement speech of the graduating class on the changes the students experienced within a classroom of this setting. It has been 3 years since the original study and the students to this day continue to connect these exercises with the academic and behavioral shifts within themselves.

The following student responses are but a fraction of the positive connection the students make with the exercises and the positive changes.

When I get frustrated and I can’t think right, I do the physical exercises. Last year when I did it, it helped me complete my assignments.

Shyam Patel

I noticed an extreme change (improvement) in my learning. I was very (much) into my education last year and still am this year.

Sean Moran

I wish we still did the warm up exercises and the Superbrain Yoga in class. I like who I am when I do these (exercises). I feel my best self.

M Liriano

As a student of Grand Master Choa Kok Sui, I have experienced a tremendous growth in my life. One of the tools I use daily, is performing the Superbrain Yoga presented in this study. The opportunity to share this with my students, as encouraged by Dr. Glenn Mendoza, was a very exciting event.

I am more than pleased, but not surprised at the results. *The most astounding result of the study is seeing the students' level of success now in their eighth grade year. Their performances both behaviorally and academically are forcing the teachers to constantly readjust the groups due to the students surpassing the standards set in the class.* I also see these students more active in school activities, smiling, enthusiastic about their work, and enjoying school. This is most noticeable with the students previously in section five (lowest in academics and behavior).

As a teacher practicing Pranic Healing (Pranic Energy Healing), I feel I am learning the tools needed to be a more effective teacher. I am deeply grateful for the work of Grand Master Choa Kok Sui, and the opportunity to share the tools that transform lives.

(Signed) Kim Siar
October 26, 2005

Note: For the complete report see The Superbrain Yoga Study in the Appendix

Testimonial by Kim Siar
Middle School Teacher – Norristown Pennsylvania Brain Based Learning Facilitator

"Results Once Again Show Superbrain Yoga Works Without Fail, 2nd Superbrain Yoga Study"

In the following school year 2004-2005, the study on the Superbrain Yoga was again implemented into the classroom instruction. The Superbrain Yoga was performed with twenty-nine (29) middle school students for four months, with more effort to do the Superbrain Yoga on a daily basis.

The results once again demonstrated an increase in academic performance as well as an improvement in behaviors. In this study, sixteen of the twenty-two students with measurable test scores demonstrated an increase in standardized test scores. The improvement in the students' behaviors was yet again the most dramatic effect of this study. Before, a number of the students were diagnosed with disorders, ranging from attention deficit disorder/attention deficit hyperactivity disorder, obsessive-compulsive disorder, and manic depression to post traumatic syndrome. These particular students could not finish an assignment before the study, and the student experiencing post traumatic syndrome could not finish a complete day of school without having to leave due to involuntary tremors that would cause her entire body to shake uncontrollably. These behaviors ceased during the study. *The students succeeded both academically and behaviorally by the end of the year, with a deep appreciation for the inner shift that they had experienced during that school year.*

As a result of the improvements made by the students and as facilitator of this study, I was recently awarded Outstanding Teacher of the Year for the Montgomery County in Pennsylvania, in efforts to increase the results and further improve the district's success with students. I was transferred from the classroom to a specialist position, in a school twice the size and currently experiencing a greater degree of academic and behavioral problems. This new position of brain based learning facilitator is the perfect role to further continue the implementation of the Superbrain Yoga with struggling teenagers.

I have been a teacher for fifteen years; no tool has had the same effects in my classroom as the Superbrain Yoga. It is with deep gratitude to the work of Grand Master Choa Kok Sui, who introduced to the public the Superbrain Yoga, that more and more adolescents have the opportunity to move through a typically tumultuous time with such a transformational tool. Before the Superbrain Yoga, I helped students grow; now I can help students help themselves.

(Signed) Kim Siar
October 26, 2005

Appendix

Superbrain Yoga Study

Improving the Academic and Behavioral Performances of Adolescents.

Testimonial by Kim Siar
Middle School Teacher – Norristown Pennsylvania Brain Based Learning Facilitator

"Superbrain Yoga-Improving the Academic and Behavioral Performances of an Adolescent"

Note: *The Superbrain Yoga mentioned above will be performed in future studies with the thumbs outside.* This was not stressed in the original study. This means that in the future, the resulting effects have a good chance of ***surpassing*** the previous study.

This study was conducted at East Norristown Middle School of the Norristown School District in Norristown, Pennsylvania, U.S.A. Fifty-six (56) middle school students experiencing emotional, academic, or behavioral problems were used in this study.

Two classes totaling thirty-seven (37) served as the experimental group, while nineteen (19) adolescents served as the control group. The Superbrain Yoga was performed regularly twice a week, before tests and when the students were noted to be visibly tired, or needed to assimilate academic information.

The experimental group included students from academic section three (average) and section five (lowest), while students in the fourth section (below average), served as the control group. *None of the students in section one (gifted) and section two (proficient or above average), participated in the experiment.*

The Gates MacGinitie Standardized Test was used to evaluate the effectiveness of this study. The interval between the Gates Tests was eight months. The Gates MacGinitie Reading Inventory was used to regulate the effectiveness of the program. It is administered each September and May to monitor:

- Grade level progress
- Ascertain which students are reading on grade level
- Identify students for individual diagnosis in reading and vocabulary
- Organize students into instructional groups.

Students perceive these groups, as a reflection of who they are as a person. They do not realize that they themselves, in increasing their tests scores, would create an academic shift.

The following cases did not participate in any form of counseling throughout this study.

The Gates Test was the data used to regulate the effectiveness of this program. This is a vocabulary and comprehension test used to determine the general reading achievement of individual students throughout their school careers. It is administered in the fall and spring of each school year. The scores range from the highest scores of advanced, then proficient, to the scores deemed below level basic, and then below basic. This test determines the learning environment in which the student will experience in the following year. Each grade level is sectioned into five academic sections. Section one and two includes the students who are performing at a high academic level. Section three is deemed the average students. The fourth and fifth section is typically a group of students not succeeding academically or behaviorally. This study was conducted with the students in sections 7-3 (average), and 7-5 (lowest), while the students in section 7-4 (below average), served as the control group.

The results support the effectiveness of these exercises, with an increase in test scores for the students in section 7-3 (average), and 7-5 (lowest). There was more than a 21.487 percent increase in the raw test scores of the experimental group, versus 2.7125 percent in the control group. There was also a .6857 increase of the proficiency level of the students. The students

in the control group did not perform at the level of the other students. In this group there was a 2.7125 percent increase in the overall raw score and a .5833 percentage increase in the proficiency level of the students. While the proficiency level increase is almost similar in all three groups, the status of the increase in level differs. Many of the students in sections 7-3 (average) and 7-5 (lowest), are now scoring in a proficient, or advanced range; while the students in the control group, section 7-4 (below average), scored at a basic level. Students who performed the physical exercises as a class scored higher on the Gates Test than those who did not.

Purpose:

The study was conducted to evaluate the effects of the Superbrain Yoga on middle school students averaging 13 years old, who were experiencing academic and behavioral problems.

Methods:

This study was conducted at East Norristown Middle School of the Norristown School District in Norristown, Pennsylvania. Fifty-six (56) middle school students from Norristown, Pennsylvania, (USA); experiencing emotional, academic, or behavioral problems were used in this study.

Two classes totaling thirty-seven (37) served as the experimental group while nineteen (19) adolescents served as the control group. The Superbrain Yoga was performed regularly twice a week before tests, and when the students were noted to be visibly tired, or needed to assimilate academic information.

A simple sequence of muscular exercises was used as a warm up preceding the use of the Superbrain Yoga. During this experiment, the Superbrain Yoga was repeated 30 times.

Results:

The results of this study included an increase in the performance scores on the standardized test, improved shifts in the academic sections, and an increase in student participation in and out of the classroom. A higher level of engagement in higher order thinking skills and positive observational differences was noted in the emotional responses of the students.

Increase in Standardized Test Scores:

In the last decade a significant amount of time and money have been spent determining the skills needed to learn. A long list of standards has been created by the state government, shaping the instructions required by the teachers to cover throughout the school year.

A student's academic success is measured using the state standardized test scores as a gauge. An adolescent who determines these tests as meaningless or taxing often struggle with their performances.

The raw score was compared for each of the 56 students participating in the study from the September (2003) to May (2004).

The comparison shows that the experimental group met with a higher level of success on their test scores.

Gates Scores Group 7-3 (average) and 7-5 (lowest)

STUDENT		COMP	VOCAB	TOTAL	LEVEL	DATE			Total Percent change	Level Change
	RAW	GE	RAW	GE	RAW	GE				
1	10	3.5	14	4.8	24	4.1	BB	2003-FALL	91.667	1
1	20	5.6	26	8.2	46	6.7	B	2004-SPRING		
2	30	6.4	19	4.9	49	5.6	BB	2003-FALL	10.204	3
2	37	10.5	17	5.6	54	7.6	P	2004-SPRING		
3	33	8.8	26	8.1	59	8.4	A	2003-FALL	6.7797	0
3	37	10.5	26	8.2	63	9.2	A	2004-SPRING		
4	15	4.3	15	5	30	4.6	BB	2003-FALL	60	1
4	32	8.7	16	5.3	48	6.9	B	2004-SPRING		
5	27	7.3	21	6.7	48	6.9	B	2004-FALL	43.75	2
5	38	11.2	31	11	69	10.7	A	2004-SPRING		
6	13	4	7	3.3	20	3.7	BB	2003-FALL	110	1
6	17	5	25	7.9	42	6.2	B	2004-SPRING		
7	16	4.5	29	9.4	45	6.3	B	2003-FALL	11.111	1
7	2	6.1	28	8.9	50	7.1	P	2004-SPRING		
8	30	7.8	21	6.6	51	7	P	2003-FALL	15.686	1
8	32	9.3	27	8.6	59	8.5	A	2004-SPRING		
9	29	7.5	27	8.4	56	7.9	P	2003-FALL	0	1
9	35	9.7	21	6.7	56	8.1	A	2004-SPRING		
10	35	9.7	20	6.3	55	7.6	P	2003-FALL	20	1
10	42	PHS	24	7.5	66	10	A	2004-SPRING		
11	36	10.2	20	6.3	56	7.8	P	2003-FALL	3.5714	1
11	32	8.7	26	8.2	58	8.3	A	2004-SPRING		

12	30	7.8	25	7.8	55	7.6	P	2003-FALL	-12.727	-1
12	29	7.8	19	6.1	48	6.9	B	2004-SPRING		
13	21	5.5	23	7.1	44	6.2	B	2003-FALL	47.727	2
13	39	12	26	8.2	65	10	A	2004-SPRING		
14	40	PHS	28	8.8	68	10.5	A	2003-FALL	8.8235	0
14	41	PHS	33	PHS	74	PHS	A	2004-SPRING		
15	35	9.7	30	9.9	65	9.7	A	2003-FALL	10.769	0
15	37	10.5	35	PHS	72	12.2	A	2004-SPRING		
16	30	7.8	28	8.8	58	8.2	A	2003-FALL	3.4483	0
16	29	7.8	31	11	60	8.6	A	2004-SPRING		
17	18	4.9	13	4.7	31	4.8	BB	2003-FALL	25.806	0
17	20	5.6	19	6.1	39	5.8	BB	2004-SPRING		
18	27	6.9	19	6.1	46	6.4	B	2003-FALL	30.435	2
18	34	9.3	26	8.2	60	8.6	A	2004-SPRING		
19	9	3.3	9	3.8	18	3.5	BB	2003-FALL	127.78	1
19	19	5.4	22	6.9	41	6.1	B	2004-SPRING		
20	25	6.4	17	5.5	42	5.9	BB	2003-FALL	-7.1429	0
20	20	5.6	19	6.1	39	5.8	BB	2004-SPRING		
21	40	PHS	31	10.7	71	11.7	A	2003-FALL	8.4507	0
21	42	PHS	35	PHS	77	PHS	A	2004-SPRING		
22	30	7.8	28	8.8	58	8.2	A	2003-FALL	-6.8966	-1
22	30	8	24	7.5	54	7.6	P	2004-SPRING		
23	25	6.4	18	5.8	43	6.1	B	2003-FALL	27.907	1
23	29	7.8	26	8.2	55	7.8	P	2004-SPRING		
24	29	7.5	19	6.1	48	6.7	B	2003-FALL	14.583	1
24	30	8	25	7.9	55	7.8	P	2004-SPRING		
25	9	3.3	23	7.1	32	4.8	BB	2003-FALL	34.375	1
25	18	5.2	25	7.9	43	6.3	B	2004-SPRING		

26	14	4.2	3	2.4	17	3.4	BB	2003-FALL	-5.8824	0
26	9	3.2	7	3.1	16	3.1	BB	2004-SPRING		
27	19	5.1	7	3.3	26	4.3	BB	2003-FALL	-30.769	0
27	11	3.4	7	3.1	18	3.4	BB	2004-SPRING		
28	32	8.4	30	9.9	62	8.9	A	2003-FALL	3.2258	0
28	35	9.7	29	9.5	64	9.4	A	2004-SPRING		
29	19	5.1	22	6.9	41	5.8	BB	2003-FALL	39.024	3
29	30	8	26	8.6	57	8.2	A	2004-SPRING		
30	34	9.2	30	9.9	64	9.4	A	2003-FALL	14.063	0
30	41	PHS	32	12	73	12.7	A	2004-SPRING		
31	20	5.3	24	7.4	44	6.2	B	2003-FALL	-9.0909	-1
31	13	4.1	27	8.6	40	5.9	BB	2004-SPRING		
32	33	8.8	20	6.3	53	7.3	P	2003-FALL	15.094	1
32	37	10.5	24	7.5	61	8.8	A	2004-SPRING		
33	19	5.1	19	6.1	38	5.5	BB	2003-FALL	2.6316	0
33	18	5.2	21	6.7	39	5.8	BB	2004-SPRING		
34	35	9.7	28	8.8	63	9.2	A	2003-FALL	11.111	0
34	40	12.7	30	10	70	11.2	A	2004-SPRING		
35	28	7.2	21	6.6	49	6.8	B	2003-FALL	26.531	2
35	32	8.7	29	9.5	62	9.1	A	2004-SPRING		
								Average	21.487%	0.6857%

Of the thirty-seven (37) that served as the study group, two (2) did not take the second Gates test reducing the study group with Gates test to thirty-five (35).

Gates Scores Control Group 7-4 (below average)

STUDENT		COMP	VOCAB	TOTAL	LEVEL	DATE		Total Percent change		Level Change
	RAW	GE	RAW	GE	RAW	GE				
36	37	9.2	30	7.8	67	8.3	A	2003-FALL	-17.91	-1
36	26	7	29	9.5	55	7.8	P	2004-SPRING		
37	11	3	24	6	35	4.2	BB	2003-FALL	62.857	3
37	30	8	27	8.6	57	8.2	A	2004-SPRING		
38	25	5.3	23	5.8	48	5.5	BB	2003-FALL	-20.833	0
38	18	5.2	20	6.4	38	5.7	BB	2004-SPRING		
39	29	7.5	17	5.5	46	6.4	B	2003-FALL	-6.5217	0
39	25	6.8	18	5.9	43	6.3	B	2004-SPRING		
40	26	5.5	14	4	40	4.6	BB	2003-FALL	-30	0
40	13	4.1	15	5	28	4.5	BB	2004-SPRING		
41	23	4.9	25	6.3	48	5.5	BB	2003-FALL	16.667	2
41	32	8.7	24	7.5	56	8.1	P	2004-SPRING		
42	25	5.3	15	4.2	40	4.6	BB	2003-FALL	10	1
42	22	6.1	22	6.9	44	6.4	B	2004-SPRING		
43	25	5.3	21	5.3	46	5.3	BB	2003-FALL	-2.1739	1
43	25	6.8	20	6.4	45	6.5	B	2004-SPRING		
44	31	8.1	26	8.1	57	8.1	A	2003-FALL	-8.7719	-1
44	34	PHS	18	5.2	52	7.4	P	2004-SPRING		
45	22	5.7	23	7.1	45	6.3	B	2003-FALL	20	1
45	27	7.3	27	8.6	54	7.6	P	2004-SPRING		
46	25	6.4	18	5.8	43	6.1	B	2003-FALL	-4.6512	0
46	25	6.8	16	5.3	41	6.1	B	2004-SPRING		

47	20	5.3	16	5.3	36	5.3	BB	2003-FALL	13.889	1
47	21	5.8	20	6.4	41	6.1	B	2004-SPRING		
								Average	2.7125%	0.5833%

Of the total nineteen (19) in the control group, 7 did not take the second Gates test reducing the control group with Gates test to twelve (12).

A Significant Shift in Academic Sections:

One of the social stigmas in this school system is the student's perception of themselves in relation to their academic section. This can affect the developing self-concept of an adolescent, positively or adversely.

In relation to brain-based learning, the more a young adult experiences a pleasant association with learning, the more the mental gates open to the retention and application of information.

This is most noticeable with the students previously in the lowest academic section. Before the study they met with very minimal success and were often despondent when it came to academics or even the idea of succeeding. *The changes are very dramatic.*

Seventeen (17) of the students from the experimental group were moved to a higher academic section, while six (6) from the control group moved to a higher section. A noticeably high number of students continue to be moved to higher sections. Their performances, both behaviorally and academically, are forcing the teachers to constantly readjust the groups, due to the students surpassing the standards set in the class.

Observational Differences In Students Emotional Responses:

Teachers motivating adolescents to learn new material must first make it past the amygdala. This area, especially in the teenage brain, can override the logic, the lesson, and learning, if the emotional reaction is not relevant to learning. Negative emotional responses toward a task or test can prevent the student from succeeding. The improvement in the emotional responses of students is a significant area of improvement.

Before the study, many students associated learning with negative feelings. As students participated in the study, there was a noticeable change in their emotional responses. The students were not only open to

learning; they began to approach it from a different level. Students were motivated and the response rate in completing independent learning assignments increased.

It was a dramatic change that again fueled the students with feelings of success. The most common comments now heard were, “Why do I feel so smart in this class?”, or “I didn’t even know I was this smart!” *At the end of the school year, seven (7) students from the lowest academic section were now moved to a higher section.*

There was a significant number of students who had low self-esteem, did not see themselves as learners, struggled to pay attention, and gave up before attempting to complete a difficult task. After the program the students went from unresponsive to enthusiastic and started participating and collaborating with groups while smiling. *The parents of two different students wrote letters in acknowledgment and appreciation for the dramatic changes in their children.*

Collectively, the groups participating in the student study related to others more. There seemed to be a noticeable shift to compassion, kindness, generosity and a greater sense of collaboration.

The students made a shift from focusing on themselves, to focusing on others and then applying it to solve social problems. The experimental group reflected on the study and commented that in participating in the study they felt like their minds were opened, and they can now see things from a different perspective. They felt more peaceful, more aware, and were able to handle life better. One student felt he had lost weight. The students also felt that learning was easier and more relevant.

Observations from the Instructor

Academic

- Test scores improved.
- Stress and fear energy dissipated from the room at a level that allowed students to move through their emotion, rather than be overcome by it.

• Students moved from anxiety to tests, to exhibiting confidence.

• *Students verbally noted the difference in test scores and the struggle in performing the tests when they did not do the physical exercises in the other classes.*

• *The students continue to meet with academic success, which is moving teachers to continuously restructure their academic groups.*

Behavioral

• A number of students refused to participate, but the majority were highly enthusiastic and requested exercises when they noted changes in the environment.
• Students were noticeably uncomfortable during the hip rolls.
• A small number of students laughed; this tempered involvement according to the level of performance from their peers.
• A number of students accepted the program in their minds, but found it difficult at times to complete exercises in the classroom with full focus.
• Due to a rotating schedule the exercises were not performed at the same time each day.
• Exercises were combined with the intent of activating the energy within the body and with the energizing and activation of the brain.
• *Majority of students participating credited the exercises to their improved states of learning.*
• *Students continuously commented on the positive sensation they experienced when energizing and activating the brain.*
• *Students who fully participated enjoyed the program and credited it for their improved test scores.*
• *Students who were not in the class wanted to participate in the program.*

Some Student Responses

The following student responses are but a fraction of the positive connection the students make with the exercises and the positive changes.

When I get frustrated and I can't think right, I do the physical exercises. Last year when I did it, it helped me complete my assignments.

Shyam Patel

I noticed an extreme change (improvement) in my learning. I was very (much) into my education last year and still am this year.

Sean Moran

I wish we still did the warm up exercises and the Superbrain Yoga in class. I like who I am when I do these (exercises). I feel my best self.

M Liriano

Engaging in Higher Order Thinking Skills

The developing frontal lobes of the adolescent brain are an area of great potential when developed properly. It is an area responsible for cognitive processing. The ability to analyze, apply, and evaluate is a function that allows the brain to work more efficiently. With cognitive maturation there is a greater alignment with moral development. Bloom's Taxonomy is a device used by many teachers to illicit higher order responses. Motivating the students to attempt these tasks is often difficult. Many students would rather leave a complex task blank and fail, than expend energy that is needed to complete the task.

Although all three groups were learning the same material, it is interesting to note that the experimental group could actively engage in higher order thinking skills more readily. The way the students were tackling topics allowed profound conversations that reflected the characteristics of higher order thinking skills. With the experimental group, it was easier to cover more material in less time with greater retention. The students moved from a habit of memorizing material to developing an understanding of it, evaluating, and applying the topic.

An Increase in Participation

In the classroom, participation increased. Task times improved significantly, which allowed the teacher to cover more material with greater amount of student retention. In a time where President Bush's, "No Child Left Behind" is a national mandate, fewer students fell though the learning gap.

Extra curricular school participation also improved. Twelve (12) students from a student body of 140 students met the grade point average required to apply for National Junior Honor Society. Ten (10) of the twelve (12) students passed further criteria. *Six (6) of the ten (10) students were from the experimental group.*

The president of the Student Council for the 2004-2005 school year was also a member of the experimental group.

The Teacher's Testimonial

As a student of Grand Master Choa Kok Sui, I have experienced a tremendous growth in my life. One of the tools I use daily is performing the Superbrain Yoga presented in this study. The opportunity to share this with my students, as encouraged by Dr. Glenn Mendoza, was a very exciting event.

In 14 years of teaching I have never had the chance to see so many students transform so profoundly on the mental and emotional levels in such a short period of time. The Superbrain Yoga provides a tool that allows students to empower themselves. This, in turn, motivates students to learn in class and on their own. It provides each of them a tool to succeed, and creates a shift in the way they view themselves and the world around them.

The students, whether participating or watching others, were introduced to a new thought process, which will continue to enrich their lives on many levels. It allowed them to see that learning is an interactive experience, and that preparing the body and mind for learning allows more opportunity for growth. They also learned that their participation in learning promotes more opportunities, as well as greater success. *Enthusiasm was an added bonus*

and many students fondly speak of the study and wish they were still able to do these in their present classes.

I am more than pleased, but not surprised at the results. *The most astounding result of the study is seeing the students' level of success now in their eighth grade year. Their performances both behaviorally and academically are forcing the teachers to constantly readjust the groups, due to the students surpassing the standards set in the class.*

I also see these students more active in school activities, smiling, enthusiastic about their work, and enjoying school. This is most noticeable with the students previously in 7-5 (the lowest section). Before the study they met with very minimal success and were often despondent when it came to academics or even the idea of succeeding. *The changes are very dramatic.*

As a teacher practicing Pranic Healing (Pranic Energy Healing), I feel I am learning the tools needed to be a more effective teacher. I am deeply grateful for the work of Grand Master Choa Kok Sui, and the opportunity to share the tools that transform lives.

The Conclusion:

From this study, we conclude that there is a positive relationship and significant improvement in the academic and behavioral performance of a middle school adolescent by using the Superbrain Yoga.

The majority of the students who performed the Superbrain Yoga not only increased their test scores, they were also assigned a higher academic class level for their eighth grade school year. A noticeably high number of students, continue to be moved to higher sections as the year continues. There has also been an obvious difference in behavior, as well as an increase in the active participation of school activities.

Students who were participating in the study also looked different physically. They went from heads down, glazed look and shoulders hunched, to a brighter, more lighthearted appearance. Their shoulders and

physical stance became more erect. Their complexion appeared fresher. They seemed less dense. They smiled often and came into the classroom enthusiastic to learn. Many of the students chose to work though their lunches, in order to complete independent projects for the classroom.

After this study, two of the students qualified as gifted. One student from the experimental group was tested and accepted to the gifted program. Before the experiment, he had some emotional problems, was distant and introvert. He became more and more open and productive as he did the Superbrain Yoga and was from group three (average) students.

The Superbrain Yoga designed by Grand Master Choa Kok Sui provides the students with a tool for success when learning new materials, preparing for tests, and setting academic goals for success.

(Signed) Kim Siar
October 26, 2005

Endnotes

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3. Master Choa Kok Sui, *The Ancient Science and Art of Pranic Healing* now retitled *Miracles Through Pranic Healing*, (Phil. 1987), 5.

4. This illustration was taken from the book by Master Choa Kok Sui, *Miracles Through Pranic Healing* (Phil. 1987)

5. Master Choa Kok Sui, *Miracles Through Pranic Healing,* (Phil. 1987), 33-34.

6. Master Choa Kok Sui, *Miracles Through Pranic Healing,* (Phil. 1987), 18-19.

7. In Chinese acupuncture, GV pertains to the *Governor Channel or Governor Vessel,* while CV pertains to the *Conception Channel or Conception Vessel.*

8. This illustration was taken from the book by Master Choa Kok Sui, *The Spiritual Essence of Man: The Chakras & The Inverted Tree of Life* (Phil. 2003)

9. Master Choa Kok Sui, *Miracles Through Pranic Healing* (Phil. 1987),19-29

10. Master Choa Kok Sui, *Achieving Oneness With the Higher Soul* formerly titled *Meditations for Soul Realization* (Phil. 2000), 95

11. Master Choa Kok Sui, *The Spiritual Essence of Man: The Chakras & The Inverted Tree of Life* (Phil. 2003), 170, 175

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19. Master Choa Kok Sui, *The Spiritual Essence of Man: The Chakras & The Inverted Tree of Life* (Phil. 2003), 95, 97-98

20. Master Choa Kok Sui, *The Spiritual Essence of Man: The Chakras & The Inverted Tree of Life* (Phil. 2003), 115, 117

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23. Master Choa Kok Sui, *The Spiritual Essence of Man: The Chakras & The Inverted Tree of Life* (Phil. 2003), 135-136

24. Master Choa Kok Sui, *The Spiritual Essence of Man: The Chakras & The Inverted Tree of Life* (Phil. 2003), 158-159, 160, 167

Index of Search Terms

A

acupuncture, ref1, ref2, ref3, ref4, ref5, ref6
Ajna Energy Center(s), ref1, ref2, ref3, ref4
amygdala, ref1
anxiety disorder, ref1
Arhatic Yoga, ref1
attention deficit disorder, ref1, ref2, ref3
See also Foreword and Preface
attention deficit hyperactivity disorder, ref1, ref2, ref3
See also Foreword
aura, ref1, ref2, ref3, ref4, ref5, ref6, ref7
after Superbrain Yoga, ref1
before Superbrain Yoga, ref1
health, ref1, ref2
inner, ref1
outer, ref1
autism, ref1, ref2
autistic, ref1
severely, ref1

B

Basic Energy Center, ref1, ref2, ref3, ref4, ref5, ref6
behavior(s), ref1, ref2, ref3, ref4, ref5, ref6
body, ref1, ref2, ref3, ref4, ref5, ref6, ref7, ref8, ref9
bioplasmic, ref1
energy, ref1, ref2, ref3, ref4, ref5, ref6
etheric, ref1
invisible energy, ref1
physical, ref1, ref2, ref3, ref4, ref5, ref6
Brain, ref1, ref2, ref3, ref4, ref5, ref6, ref7
left, ref1, ref2, ref3
right, ref1, ref2, ref3

C

chakras, ref1, ref2, ref3.
See also energy center
chi, ref1.
See also Ki, life energy, prana, pranic energy and Qi
golden, ref1
Clairvoyant, ref1
observation, ref1, ref2
cognitive delays, ref1, ref2
concentration, ref1, ref2
Conception Channel, ref1, ref2
See also front energy wiring
Connecting the Tongue to the Palate, ref1
Correct Arm Position, ref1, ref2
Correct Finger Position, ref1, ref2
Crown Energy Center, ref1, ref2, ref3, ref4

D

Down syndrome, ref1
See also Foreword

E

ear lobe, ref1, ref2, ref3, ref4, ref5, ref6
Eleven Major Energy Centers, ref1
emotion(s), ref1, ref2, ref3, ref4, ref5
emotional, ref1, ref2, ref3
disorders, ref1
drive, ref1
heart, ref1
level, ref1, ref2
problems, ref1, ref2
reaction, ref1
responses, ref1, ref2

states, ref1
will, ref1
endocrine glands, ref1, ref2, ref3
Energizing and Activating the Left Brain, ref1
Energizing and Activating the Right Brain, ref1
Energy
back energy wiring, ref1
See also Governor Channel
front energy wiring, ref1
See also Conception Channel
transformer, ref1
energy body, ref1, ref2, ref3, ref4, ref5, ref6
See also bioplasmic body, etheric body and etheric double
energy center, ref1, ref2, ref3, ref4, ref5
energy level, ref1, ref2
etheric,
body, ref1
See also bioplasmic body, energy body and etheric double
double, ref1
See also bioplasmic body, energy body and etheric body

F

Facing the Correct Direction,
east, ref1, ref2
north, ref1
fetus, ref1
Finger Position,
correct, ref1, ref2
less powerful, ref1
Forehead Energy Center, ref1, ref2, ref3

G

Gates MacGinitie Test, ref1, ref2, ref3, ref4
gifted, ref1, ref2, ref3

Governor Channel, ref1, ref2
See also back energy wiring

H

health rays, ref1, ref2
Heart Energy Center, ref1, ref2, ref3, ref4

I

improvement, ref1, ref2, ref3, ref4, ref5, ref6, ref7, ref8, ref9
Intelligence, ref1, ref2, ref3, ref4, ref5
Active, ref1
Intuitive, ref1
Sterile, ref1
Internal Alchemy, ref1, ref2
Invoking for Divine Blessing, ref1, ref2
iridology, ref1

K

Keeping the Body Clean, ref1
Ki, ref1.
See also Chi, life energy, prana, pranic energy and Qi
Kirlian
Kirlian Photographs of the Fingers, ref1
photography, ref1, ref2
Semyon Davidovich Kirlian, ref1

L

life energy, ref1, ref2, ref3, ref4, ref5
See also Chi, Ki, prana, pranic energy and Qi
Lord Krishna, ref1

M

major acupuncture points, ref1
See also major energy centers
major energy centers, ref1, ref2, ref3
See also major acupuncture points
manic depression, ref1
See also bipolar syndrome
Meng Mein Energy Center, ref1, ref2
meridian, ref1

N

Navel Energy Center, ref1, ref2, ref3
nine gates, ref1

O

obsessive-compulsive disorder, ref1, ref2

P

Pentecostal Fire, ref1
See also Twelfth Energy Center
physical body, ref1, ref2, ref3, ref4, ref5
pineal gland, ref1, ref2, ref3, ref4, ref5
pituitary gland, ref1, ref2, ref3, ref4
plasma, ref1, ref2
position
correct arm, ref1, ref2, ref3
correct finger, ref1, ref2
less powerful finger, ref1
post traumatic syndrome, ref1
prana, ref1, ref2, ref3, ref4, ref5
See also Chi, Ki, life energy, pranic energy and Qi

pranic energy, ref1, ref2, ref3, ref4, ref5, ref6
See also Chi, Ki, life energy, prana and Qi
Pranic Energy Healer, ref1, ref2, ref3, ref4
Pranic Energy Healing, ref1, ref2, ref3, ref4, ref5
Pranic Healer(s), ref1, ref2, ref3, ref4, ref5
Pranic Healing, ref1, ref2, ref3, ref4
psychotic depressive disorder, ref1

Q

Qi, ref1.
See also Chi, Ki, life energy, prana and pranic energy
Qigong, ref1

R

reflexology, ref1
retention, ref1, ref2, ref3

S

scanning, ref1
schizophrenia, ref1
seizure disorder, ref1, ref2
self-esteem, ref1, ref2
semi-squat, ref1
sensitizing the hands, ref1
severe hyperactivity, ref1
Sex Energy Center, ref1, ref2, ref3, ref4, ref5, ref6
Solar Plexus Energy Center, ref1, ref2
speech delay, ref1
Spleen Energy Center, ref1, ref2
Starting Position, ref1
stress, ref1, ref2
psychological, ref1

relief, ref1
subtle matter, ref1
success, ref1, ref2, ref3, ref4, ref5, ref6, ref7
Superbrain Yoga Pilot Study, ref1, ref2

T

test scores, ref1, ref2, ref3, ref4, ref5, ref6
Throat Energy Center, ref1, ref2, ref3
Transformer, ref1
Tree of Life, ref1
Inverted, ref1
Twelfth Energy Center, ref1
See also Pentecostal Fire
twelve gates, ref1

V

veiling the light, ref1

About the Author

MASTER CHOA KOK SUI was an international lecturer and author whose simple, straightforward style belies the powerful magnitude of the energy healing techniques he taught. To date he has authored more than 20 books that are read in 80 countries, some of which have been translated into more than 30 languages. He was the President-Founder of the Institute for Inner Studies, the World Pranic Healing Foundation, and the Founder of The MCKS Arhatic Yoga Ashram in Pune, India.

www.globalpranichealing.com

Table of Contents

Title page
Copyright page
BOOKS WRITTEN BY MASTER CHOA KOK SUI
The Golden Lotus Sutras of Master Choa Kok Sui
DEDICATION
DISCLAIMER
FOREWORD
PREFACE
Contents
1 The Secret Is In The Ear
2 Superbrain Yoga
3 More About the Eleven Major Energy Centers
4 Testimonials
Appendix
Endnotes
Index of Search Terms